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ABSTRACT

In order to propose solutions to expressed Hispanic minority student recruitment problems, this study assessed the strengths and weaknesses of several University of Colorado at Boulder Hispanic student recruitment agencies. Data collection involved interviews with nine minority recruiting agency representatives, two retention agency representatives, and a sample of the Hispanic student population. The students included 45 undergraduates and 12 graduate students. The study also sought the recruitment and retention rates for each agency. Among the study findings were that many recruiting agencies do not keep recruitment and retention statistics from year to year, that several recruiting agencies face budget deficiencies and insufficient intra-agency communication, and that a labor shortage affects the Admissions Office's ability to recruit minority students with minority recruiters. Retention agencies also reported shortages in funding, labor, and student financial aid. Other cofactors of Hispanic student attrition included lack of minority faculty and staff as role models, low Hispanic student presence, insufficient student financial aid, student personnel problems, and systemic racism. Extensive appendixes contain study data, questionnaires, data on the institution, organizational charts, and a map of the university. (Contains 25 references.) (JB)

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A Multi-Methodological Evaluation of Hispanic Student Recruitment and Retention Effectiveness at the University of Colorado, Boulder

-A qualitative Study of recruitment and retention by agency.

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A Report prepared for:

(1) the course entitled, "Seminar in Applied Anthropology"
by Friedl Lang, Ph.D. Emeritus Professor
and
(2) University Minority Student Recruitment and Retention Agencies

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Jaramillo, James Anthony (M.A. Anthropology)

Hispanic Student Recruitment and Retention at the University of Colorado at Boulder: An Evaluation of Each Agency's Effectiveness

At the University of Colorado at Boulder, the researcher interviewed nine minority recruiting agency representatives, two retention agency representatives, and a sample of the Hispanic student population to assess the strengths and weaknesses of each agency. The informant replies provided the researcher with the problems that students, recruiters and retention agency representatives undergo on campus. The project's main goal was to propose solutions to the problems that Minority recruiting organizations and their recruited students reported on their questionnaires.

The researcher also sought the recruitment and retention rates for each of the minority recruiting agencies. This data was derived by annually recording and comparing each agency's recruitment and retention figures for the 1978-1988 period. Quantifiable data was statistically tested to support the researcher's conclusions about minority recruiting, minority retention and the hispanic student community.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Colorado's Hispanic student population is under represented at the University of Colorado at Boulder (CU). For example, the university reports that 5.2 % of the fall 1987 freshman class was Hispanic while the number of Hispanic high school graduates in Colorado comprised 9.8 % of the state's population in 1987 (table 1).

TABLE 1

STATISTICS ON COLORADO'S HISPANIC HIGH SCHOOL GRADUATING CLASS

	State Total	Public Total	Hispanic Total
1987 Graduates	36,475	34,200	3,584

Hispanic high school graduate population= 9.8%

Adapted from Jo Ann Keith, Pupil Membership and and Related Information (Colorado Department of Education., Fall 1987), Table 2.02.

The disparity between Colorado's Hispanic high school graduate population and the university's Hispanic freshman population indicates that the Hispanic freshman student populace is under represented by 4.6 %. In the fall of 1988, the University of Colorado at Boulder had a

Hispanic freshman population of 214, an increase of 11 students from the fall of 1987 (see table 2).

TABLE 2

NEW MINORITY STUDENTS (NEW FRESHMAN, FALL TERMS) (ALL DATA AS OF MAY 31, 1988 AND COMPARABLE DATES IN PRIOR YEARS)

	Asians	Blacks	American Indian	Hispanic	Total
1987 CONFIRMED	234	71	18	203	526
1988 CONFIRMED	227	83	22	214	546

Adapted from University of Colorado, New Minority Students (New Freshman, Fall Terms) (University of Colorado at Boulder, 1988).

Current data reveals that the number of Hispanic freshmen rose from 75 in 1980 to 195 in 1987 representing a 53.8 % increase. The Hispanic freshman student populace has increased percentage-wise among the university's whole population. For example, the Hispanic freshman population comprised 2.4 % of the total freshman university population in 1980 and grew to 5.2 % by 1987.

Although these figures demonstrate a progressive increase in the Hispanic college population, they are misleading. They do not show the high attrition rates and low graduation rates among Hispanic students at University of Colorado at Boulder. For example, Kraemer (1987:512) reports that "A 1975 University of Colorado study showed an attrition rate of 77.6 % among the Hispanic student population." In a 1987 study, the

University of Colorado at Boulder's Office of Research and Testing reported that only 36 % of those Hispanic students who entered the University of Colorado, Boulder as freshmen in the fall of 1980 and 1981 had graduated within six years (1987:3). White students for the same period, had a 55 % graduation rate (CU-Boulder Office of Research and Testing 1987:3).

"A nationwide gap of 48 % exists between the number of Hispanic high school graduates and Hispanic college or university enrolles"(Estrada 1988:19). Nationally, Hispanic college student under representation at college is projected to rise for three distinct reasons: (1) "The Hispanic population is growing five times faster than the rest of U.S. Society" (Cisneros 1988:70); (2) "Today more than half of all Latino adults are functionally illiterate in English" (Whitman 1987:48); and (3) "Nationally the rate for Hispanic high-school graduates fell from 36 % in 1976 to 27 % in 1985" (McCarthy 1985). In addition, the rise in Hispanic student high school drop-out rates is linked to a declining college enrollment. Thus, we see a vicious circle of a declining number of Hispanic college graduates which in turn is linked to a declining Hispanic eligibility pool of high school graduates.

Estrada (1988:18) predicts that "Over the next twenty years the majority students (the white student

population] will decline from 83 % to 72 % of all high school students." "In short, there will be fewer suburban, middle class, majority students and more inner-city lower socioeconomic, minority students in the prime college-age years" (Estrada 1988:18). The near future will provide fewer White high school graduates which will require universities to search for minorities to replace this future under enrollment gap.

Therefore, higher learning institutions foresee the need to (1) upgrade the education of Hispanics at the secondary level as a means to close the gap in high school completion rates in order to improve the overall eligibility pool, and (2) to increase their declining college graduation rates by upgrading Hispanic retention programs which provide Hispanic high school students with more role models and support thereby helping to motivate high school students to graduate.

In the past, colleges have generally focused their efforts on recruiting highly qualified high school Hispanic students, but, these individuals represented only a small minority of the Hispanic high school student graduate population. The highly qualified Hispanic students probably did not need extra enticement, in that they had already planned to attend college while the marginal students were probably more reluctant to attend college. The University of Colorado, Boulder at one time

adhered to a policy of recruiting only the most highly qualified Hispanic students (those with a GPA of 3.2 or above) but fortunately they have now formed recruiting organizations that seek out marginal students who might have been overlooked. For instance, the Hispanic Student Representative Program recruits junior and senior high school students who fall into the 2.5-3.2 GPA range, while the Mejor program accepts candidates who fall below the standard admission GPA minimum of 2.75.

Chancellor James Corbridge of the University of Colorado at Boulder recognized the need to draw the rising Hispanic student population to the university. In 1988, he announced that an additional "$175,000 will be allocated toward minority student recruitment programs" (Miller 1988:5). The Chancellor indicated that the "money will be added to $2.1 million in university support and $2 million in minority programs' grant" (Miller 1988:15). In 1987 , Corbridge appointed a Chancellor's advisory committee on Minority affairs divided into three subcommittees: faculty and staff recruitment and retention, student recruitment and retention and curriculum development (Miller 1988).

CHAPTER II

Research Questions and Methodology

This project sought to determine and provide solutions for two issues: (1) What are the problems that university minority recruiters experience in recruiting Hispanic students, and to (2) What are the solutions to the problems that Hispanic students and their retention agencies encounter on campus? These issues were developed and explored through interviews conducted with the University of Boulder's nine recruiting agencies, two retention agencies, and a sample of the Hispanic student population. Retention agencies provide enrolled minority students with counseling and/or tutorial services. Some of these recruiting agencies also performed retention services (e.g., Minority Engineering Program), but the main goal remains minority student recruitment.

Recruiting problems are variables that explain the reasons for Hispanic student under-representation at Boulder's campus; they are (1) racism; (2) budget cuts; (3) ineligible candidates; deficiencies in (4) communication and (5) leadership between agencies; (6) a shortage in the number of knowledgeable minority affairs-

administrators; (7) insufficient counseling and admissions services; (8) a labor shortage, (9) depersonalized recruiting, (10) lack of qualified employees, (11) more candidates than available slots, (12) reluctant administrators, (13) candidate retrieval claims by more than one agency, (14) insufficient student financial aid, and (15) the difficulty candidates experience with obtaining clear financial aid information (see table 3).

LEGEND

MLRP =Minority Law Recruitment Program
MEJOR=MEJOR
MEP =MINORITY ENGINEERING PROGRAM
DIPL =DIPLOMAT
ADM =ADMISSIONS
MRC =MINORITY REPRESENTATIVE COALITION
HRP =HISPANIC STUDENT REPRESENTATIVE PROGRAM

The retention problems that minority counselors and Hispanic students face on campus are variables that explain the high attrition rates found among the Hispanic student population at the university; they include: shortages of (1) minority faculty (2) minority tutors; (3) inadequate budgets; (4) few culturally sensitive student events; (5) unsatisfactory academic secondary preparation for college; (6) a small Hispanic student presence; (7) racism; (8) student personal problems (divorce, illnesses, and relocation); (9) academic problems; and (10) insufficient student financial aid (see table 4).

sample of the Hispanic student population and two minority retention agency reps; and (2) evaluated minority recruiter effectiveness through interviews with minority recruiters which revealed the number of Hispanic students each agency has annually recruited throughout their organization's history. And (3) recorded the socioeconomic background of the Hispanic student population, and each recruiting and retention agency's social organizational operation, in an effort too propose solutions to the problems that recruiters, recruited students, and minority retention personnel experience.

Because this study's goal is designed to help and not hinder Hispanic student recruitment and retention it is hoped that these criticisms will be seen in the constructive manner in which they are offered. Agency strengths and weaknesses are discussed where they occur, so that models can be designed for the benefit of all concerned--both the students and University communities.

This study involved both quantitative and qualitative methodologies. It entailed interviewing a sample of CU Hispanic students, and representative members for each of the nine minority recruiting agencies and the two retention agencies found on the University of Colorado at Boulder's campus. All of the informants and organizations were given different names or assigned case numbers to protect their identity. Informants under

these conditions were more likely to open up and provide me with their own personal experiences.

The entire Hispanic college population (undergraduate and graduate in fall of 1988) at the University consists of 929 students. This number is slightly deflated because it does not include the Hispanic students in the continuing education and summer school programs. Data was collected from a sample of 57 undergraduate and graduate Hispanic students. There were 45 undergraduates and 12 graduate students. Each student was interviewed either in person, by phone, or through a mailed in response. In every case the researcher made personal contact with all the students in the study. The sample was obtained by telephoning Hispanic students from a University Hispanic student telephone list acquired from the Office of Research and Testing, or from the questionnaires that I handed out to Hispanic student clubs--these included the Hispanic student Association, the Hispanic Business club, the Hispanic Engineering club, the Minority psychology club, and the Hispanic Law Club. Each club was personally informed about the project's goals before questionnaires were passed out. Telephoning students produced quicker results than written hand-out replies because responses could be immediately recorded.

Each student was asked to provide demographic, socio-economic, academic, attitudinal, and long range plans information. The following information: age, sex, non-recruit (NR), household size (HHS), high school name (HSN), parent education level (PED), annual family income (AFI), ethnicity (ETH), current residence (CR), off/on campus residential status, high school address (HA), in/out of state residence, unmet financial aid need (UN), student academic difficulty (SD) = job (J), loan (L), or work (W); high school G.P.A. (HGP), current G.P.A. (CGP), composite Student Aptitude Test (SAT) score, American College Test (ACT) composite score, undergraduate/graduate status (U = undergraduate and G= graduate), familial college generation (GEN), student income (SI), major (MAJ), transition (TR), and minority counseling evaluation (CO)= NU= satisfied, F= friendly, and H= helpful (SEE APPENDIX 1-2). The data could be used to assess the socio-economic backgrounds of these students and group them into several categories necessary for the performance of some statistical tests presented later in this paper.

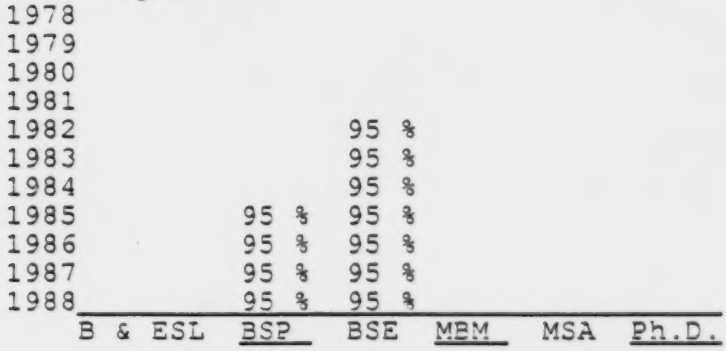
Recruits were designated as those Hispanic students who were contacted by a university recruiter. Non-recruit status was designated as those Hispanic students who initiated the first contact with the university. There are nine minority recruiting agencies

and two retention agencies at the University. The nine recruiting agencies include: The Hispanic Student Representative Program, the Minority Engineering Program, the Cranston Minority Seminar, the Mejor program, the Diplomat program, the Minority Law Recruitment Program, the Minority Representative Coalition, Admissions, and the Hispanic Student Association. The Three retention agencies include the Minority Counseling Center, the Minority professor-student alliance, and the Minority Freshman Program.

This proposal is designed to evaluate the effectiveness of each of these agencies. Effectiveness was measured by the number of Hispanic students each agency contributes toward the recruitment and retention of Hispanic students on campus for a ten year period (1978-1988).

Recruitment effectiveness will be derived by annually recording and comparing each recruiting agency's recruitment figures for a ten year period (1978-1988). Each agency's recruitment figures for the ten year period were compared to one another (see figure 1).

Retention effectiveness was determined by monitoring each agency's Hispanic freshman group through their final year (see figure 2).



Bilingual and English as a second language = B & ESL
Bilingual Specialist Program = BSP
Bilingual Special Education = BSE
Master Bilingual Program = MBM
Master of School Administration = MSA
Ph.D. in education = Ph.D.

FIGURE 2
RETENTION RATES FOR THE MEJOR PROGRAM'S VARIOUS MAJORS

The data were then examined to measure student retention across the same period. Increased recruitment and stable retention figures for this period shall mark success while decreased figures shall mark failure in both cases. Each one of the Agency's student figures was displayed on a broken line graph to cross compare each agency's performance.

One employee per recruiting or retention organization acted as an interview representative for his/her agency. Recruiting agencies informants were cooperative and well informed. Ricardo Sanchez who acted as an informant for the Hispanic Student Representative

Program, James Smith for Admissions, Pablo Copello for the Hispanic Engineering Recruitment Program, Silva Dominguez for the Cranston Minority Seminar, Maria Sapporo for the Mejor Program, Dennis Smith for the Minority Law Recruitment program, David Aragon for the Diplomat program, Mark Valencia for the Minority Representative Coalition, Gene Rodriguez for the Hispanic Student Association, and James Thompson for the Minority Recruitment Program.

Among the retention agencies, Tony Alvarez represented the Minority counseling Center, and Lisa Ortega acted as the Minority Professor-Student Mentorship Program (MPSP).

Each recruiting agency representative was provided with an open ended questionnaire that asked for Hispanic recruitment and retention figures (Questions 1 and 2); Job description (3a): number of employees (3b) and organizational hierarchy (3c) and history (3d), job time consumption (4); candidate criteria selection: school status (H.S.-Doctoral) (5a), G.P.A. (grade point average)[5b], S.A.T. (standard aptitude test scores) [5c], G.R.E. (graduate record examination scores) [5d], other candidate criteria [5e], professor/teacher recommendations [5f], application evaluation [5g]; candidate retrieval methodology (6): mail (6a), phone (6b), and travel (6c) to targeted high schools or

colleges (7); student recruit services (8): scholarships-merit or need (8a), admission application waivers [y/n] (8b), practice college admission test taking [y/n] (8c), financial aid advise (8d) and special activities (8e); budget sources (9): (federal, state, department and private) for materials(9a), and labor (9b); volunteers (9c); recruitment problems (10); retention problems (11); other problems (12); and additional references (13) (appendix 3). Recruiting agency representative replies were compared to evaluate where similarities, strengths, and/or weaknesses occur. In the cases where agency representative questions corresponded to student questions, a comparison between their responses were made to ascertain their similarities and/or differences.

CHAPTER III

The Social Organization of Minority Student Recruiting at the University of Colorado, Boulder

The history of minority recruitment at the CU campus, which incidentally parallels the same history that the MCC went through, is of significant interest. Aragon (1988) stated that a separate Equal Opportunity Program Offices (EOP) existed to recruit Asian, Hispanic, Native American, or Black students in 1968. In 1982, these ethnic-specific recruiting agencies merged to form an organization called the University of Colorado Opportunity Program (CU-OP) which recruits all minority groups. By 1985, volunteer, national, and state funded recruiting agencies began to appear and have impact on minority student admissions.

Each recruiting agency's funding source(s) directed each agency's recruitment and or retention procedures. None of these agencies solely recruited Hispanic students, instead they recruited all minorities, including Blacks, Asians, and Native Americans. Some even recruited White students; but, this paper focused on the efforts made with regard to Hispanic student recruitment and retention at the University of Colorado at Boulder.

The CU Opportunity Program

The CU Opportunity Program (CU-OP) is the university's largest recruiting agency. It consists of a series of programs that include the Minority Representative Coalition, the Minority Engineering Program, the Hispanic Student Representative Program, and the Hispanic Student Association. These programs are not necessarily directed by CUOP, for instance, the Minority Engineering program listed themselves only for promotional purposes. CUOP also directs the Freshman Student Program and the University Learning Center two retention agencies that were not examined in this investigation.

Because CUOP is a state funded university organization, its social hierarchy begins with four regents who overlook all four of the University of Colorado campuses. It is directed by President, Gordon Gee, Chancellor, James Corbridge, and three Vice Chancellors Vice Chancellor for Administration, Stuart Takeuchi, Vice Chancellor for Academic Services, Kaye Howe, and Vice Chancellor for Academic Affairs, Bruce Eckstrand. Each school in the University of Colorado system is responsible for implementing the plans developed by CUOP. As such each University's President, Chancellor and Vice Chancellors are held accountable for the success or failure of each recruitment program (see

appendices 4-6 for the university's social organization).

The Hispanic Student Representative Program, the Minority Representative Coalition, and the Diplomat program fall under Kay Howe and then hierarchally descend to the Associate Vice Chancellor of Academic Services Byron McCalmon; and the Vice Chancellor of Student Support Services David Henson (see appendix 5). The Minority Representative Coalition and the Diplomat programs fall under McCalmon who answers to Peter Storey, the Director of Admissions. Both of these program's hierarchally diverge at the Associate Director of Admissions level. For instance, the Diplomat program falls under Ray Archibeque, the Associate Director of Admissions (CUOP) and hierarchally descends to a secretary, to the Assistant Director of CUOP, David Aragon (referred to as the Diplomat coordinator), to Admission Coordinator, Tracy Dumas Brown, and to Admission coordinator James Jaramillo, (see appendix 7). The Minority Representative Coalition is directed by Gene Rodriguez who is under Cookie Gowdy, assistant director, who is under Norm Michael, the Associate Director of Admissions-Admission Services (see appendix 8).

The Hispanic Student Representative Program diverges from the Minority Representative Coalition and Diplomat programs at the Associate Vice Chancellor level. The Hispanic Student Representative Program's Associate

Vice Chancellor is David Henson, he concentrates on Student Support Services: The other two programs' Associate Vice Chancellor is Byron McCalmon. The Hispanic Student Representative Program at CU is directed by Richard Sanchez who is under Ron Gallegos, the Hispanic Student Representative coordinator for each one of the programs found on all four of the University of Colorado's campuses, who is under Ward Churchill, the director of the Education Development Program, who is under David Henson, the Associate Vice Chancellor for Student Support Services, who is under Kay Howe (see Appendix 9). Aragon (1988) says that the Associate Vice President for Human Resources, Emily Calhoun, holds the highest minority affairs position.

The Cranston Minority Seminar Program is directed by Silva Dominguez and sponsored by the College of Business and Administration and the Cranston Health Care Corporation of Chicago. The Mejor program is directed by Richard Sanchez and funded by the federal government (United States Department of Education) and the university (State of Colorado). The Minority Law Student Program is coordinated by Dennis Smith, the Assistant Dean of Student Affairs and Professional Programs, and funded by Nichols/Clifford J. Calhoun, the Dean of the School of Law. The Hispanic student Association is

directed by president Gene Rodriguez, and funded by the Associated Student Government.

Each agency is also located in one or two of the following six campus buildings: Regents' Hall, Willard Hall, the Education building, the Engineering building, the President's building and the University Memorial Center. These building names allow them to be grouped into the category of college or general administration. For instance, Regent Hall, Willard Hall, and the University Memorial Center are administrative buildings while Engineering, Law, and Education are colleges. CUOP's headquarters is located in the admission's office along with the Diplomat program. The Hispanic Engineering Program is located in the Engineering building. The Minority Professor Student Program, Hispanic Student Representative Program, and Minority Counseling Center offices are located in Willard Hall. The Mejor program is located in the Education building. The Hispanic Student Association is located in the University Memorial Center.

EMPLOYEE DESCRIPTION OF EACH RECRUITING AGENCY

Each of the recruiting agencies' employees vary in number, part-or full-time positions, and volunteer or paid positions. Volunteers tend to work part-time while paid employees tend to work full-time. Paid employees

occupy the higher positions while volunteers occupy the lower positions. The Diplomat program has one full-time employee (Aragon the director) who supervises 45-90 minority part-time recruiting volunteer diplomats. The Minority Alumni Coalition has one full-time employee (Mark Valencia) who supervises 160 part time minority volunteer alumni. The Minority Engineering Recruitment Program has two or three full time employees and no volunteers. The Hispanic Student Representative Program has six employees: Sanchez and Martinez are full time paid employees and the remaining four are part-time work study students. The Mejor Program has three part-time employees (Sanchez, Professor Salazar, and secretary Cynthia Ortega), faculty recruiting aid (one hour per professor during the academic week) and six volunteer alumni who recruit informally on their own. The Hispanic Student Association has 22 volunteer members who are encouraged to recruit Hispanic high school students. The Cranston Minority seminar has one full time employee (Dominguez, College of Business Faculty) who recruits Hispanic students during the fall. The Minority Representative Program has 21 full time employees (including Aragon). The Diplomat Program has one full time paid employee (Aragon) and (N=45-90) volunteers.

The Minority Law Program has one full time employee (Smith). The Minority Representative Program

has the largest number of full time recruiters (21) and the Minority Alumni Coalition has the largest supply of part-time volunteers, of whose 665, implies that they are the university's largest recruiters; yet, the student recruiting success of these agencies cannot be assessed because they do not record the students who entered the university through the organizations efforts.

RECRUITER SEASON AND TIME CONSUMPTION

Most of the Recruiting agencies recruit during the fall, with the exception of the Mejor program, whose director, Sanchez, spends two to four hours per day in the summer and one to two hours per week recruiting during the academic year. Minority Representative Recruiters spend 60 % of each day recruiting throughout the academic year (fall & spring). Aragon, of the Diplomat Program, daily devotes 50 % of his time toward recruiting throughout the academic year. The Minority Representative Coalition devoted its main effort to fall recruiting (70 %) verses 20 % for the Spring, and 10 % for the summer. The Minority Law Recruitment program and the Hispanic Student Representative program also deploy their main recruitment efforts during the fall. The Hispanic Student Association sets up a panel during the fall of 1987 to recruit Hispanic students and will

probably continue this practice during the Spring of 1988 (see table 5).

TABLE 5

AMOUNT OF TIME RECRUITERS DEVOTE TOWARD RECRUITING STUDENTS

	1-2HRS/WK	2-4HRS/WK	1/2TIME	FTIME	OTHER
MINOR.REP.COAL.	SUMMER	SPRING	FALL		
HISP.STU.REP.				NOV. DEC.	
CRAN.MINOR.SEM.			JUNE 11-18		
MEJOR PROGRAM	FALL-SPRING				
MIN.LAWREC.PRO.					1/3 OF FALL
HISP.STU.ASSOC.					FALL VARIES

LEGEND:

MINOR.REP.COAL.=MINORITY REPRESENTATIVE COALITION
HISP.STU.REP. =HISPANIC STUDENT REPRESENTATIVE PROGRAM
CRAN.MINOR.SEM.=CRANSTON MINORITY SEMINAR
MEJOR PROGRAM =MEJOR PROGRAM
MIN.LAWREC.PRO.=MINORITY LAW RECRUITMENT PROGRAM
HISP.STU.ASSOC.=HISPANIC STUDENT ASSOCIATION
FTIME =FULL TIME

RECRUITING AGENCY CANDIDATE RETRIEVAL METHODS

The majority of the recruiting agencies (seven out of nine) initially contact their potential candidates through the mail. The graduate recruiters, The Mejor and

Minority Law Program, contacted college seniors while the remaining agencies sought high school students. Among the undergraduate recruiters, the Hispanic Student Representative program recruits high school students from the freshman through senior classes. The Diplomat and Hispanic Engineering programs recruit junior and senior students. The Cranston Minority program recruits high school juniors and the remaining agencies recruit high school seniors only.

The Mejor and Minority Law Programs second recruitment step involves visiting students at various colleges throughout the southwestern United States. Both graduate agencies recruit from the following universities: UCLA, Colorado State University, the University of Southern Colorado, the University of Northern Colorado, and Adam State College in Alamosa, Colorado. The Mejor representatives also visit the University of Arizona, California State Universities, the University of Texas, the University of New Mexico, Western State College (Gunnison, CO), Metro College, and the University of Denver. The Minority Law Recruitment Program also visits Stanford, UC Berkeley, the University of California at San Diego. They recently held a college forum at a Chicago high school. Both graduate agencies recruit primarily from Colorado universities; Mejor's list includes seven out of a total of 12 and the Minority

law Program's list includes five out of nine institutions of higher learning.

CHAPTER IV

RECRUITING AND RETENTION AGENCIES EFFECTIVENESS: AN OVERVIEW

GRADUATE RECRUITERS

The data in this chapter are examined in a five stage process. First, a general description of the program and its services are discussed. Following that particular recruitment and retention problems typical of the program are outlined. Methods of followup is the fourth process while the program's own student assessments are then revealed in the final stage. These five stages are repeated for each recruitment and retention unit that are the subjects of this investigation.

THE MEJOR PROGRAM AND ITS OPERATIONS

The Mejor program's recruitment procedure involves: (1) sending a newsletter (the Buenas Dias) that lists the program's graduate opportunities, to students in and out-of-state university districts, and to the State Department of Education; (2) contacting former graduate students for candidate references; and (3) attending conferences at the in and out of state

universities listed above to announce teacher assistantships and staff positions.

These assistantships and staff positions provide candidates with the financial incentive to enroll in graduate school. For instance, during the 1988-1989 academic year, the Mejor program will offer eight teaching graduate research assistantships to Doctoral candidates. The awards will cover tuition and fees and provide a monthly stipend of $551 for ten hours of work per week. For fifty master candidates who will enroll in the Bilingual Education program they will receive research assistantships that cover tuition and fees. Students who enroll in the English as a Second Language program, numbering 20 at last count will receive research assistantships covering tuition and fees.

The Mejor program requires a candidate to earn a Grade Point Average (GPA) of 2.75, have Graduate Record Examination (GRE) scores totalling 900, and four letters of recommendations from their previous undergraduate or graduate program. Students seeking entry into the Masters program are required to obtain a teaching certificate.

The Mejor program's retention services include tutorial fee waivers, office space, study areas, counseling, and social gatherings. These meetings are social in nature and are geared towards holidays and

academic matters. They include but are not limited to the following days Cinco de Mayo (May 5th), Diez y Seis (the 16th of September), a monthly student support group, and a professional meeting (the Colorado Association for Bilingual Education and English as a Second Language). The holiday events are held at an individual's home while the academic event is held on campus in a conference room. Education graduate students can also look forward to the services of a job locator service (their advisers) which have achieved a 95 % career placement level for the past few years.

CASE STUDY OF MEJOR'S RECRUITMENT PROBLEMS

Richard Sanchez's recruitment problems were internal in nature, they involved budget cuts and graduate academic entry requirements. Mr. Sanchez indicated that the Bilingual Ph.D. fellowship program, which once recruited up to twenty-five students, was terminated by the Department of Education in 1987. This program's funding loss decreased the Hispanic education population by approximately eight students for the 1988-89 academic year. Mr. Sanchez also reported being reprimanded by the Graduate School whenever he admitted provisional students whose GPA is 2.75 or less.

MEJOR STUDENT RETENTION PROBLEMS

Other retention problems that are probably common to many minority graduate students were outlined by Mr. Sanchez. He said that student personal problems, such as divorce and medical illnesses, were often resolved when they sought help from the counselors at the Minority Counseling Center. Student academic problems were also resolved by tutors and/or support groups (veterans of former courses). Mr. Sanchez believes that Mejor staff and teacher assistantships are financially better geared toward single students rather than to married ones because few families can live comfortably on the small stipends offered.

AGENCY FOLLOWUP FOR ABSENT STUDENTS

Mr. Sanchez frequently reported that students who dropped out offer reasons similar to those with early retention problems. The professor of a class will often contact a student who is repeatedly absent from class by telephone or mail requesting to know his current status.

A STUDENT RECRUIT'S OVERALL OPINION OF THE MEJOR PROGRAM

Five questionnaires were distributed among the Hispanic graduate education student population. Two graduate education recruit-questionnaires were returned. One student entered into the Bilingual Education program

and the other into the Physical Education program; both rated their particular programs as excellent.

One student was first contacted off campus at an undergraduate education class visit in January of 1986, the other received a letter at his school district in the spring of 1985. Both entered the program before Mr. Sanchez assumed the position of director in the fall of 1987. The program provided them with grants to cover their tuition and fees until graduation--as the program has done since its development. Both state that no student-faculty activities were offered during their stay at the University yet Mr. Sanchez says there were holiday and professional meetings during that time attended by students and faculty. These new meetings allow students to interact with their professors which enhance their personal relations among both groups.

THE MINORITY LAW RECRUITMENT PROGRAM

The Minority Law Recruitment Program's recruitment procedure involves (1) mailing program flyers to undergraduate colleges and (2) speaking to law school colleges and forums in and out of the state which are arranged by the Law School Admissions Council. Candidates are generally required to score 26 or above on the Law School Admissions Test (LSAT), submit their

undergraduate transcripts, possess a 3.3 undergraduate GPA, and to submit a writing sample.

The Minority Law Recruitment program provides minority freshman students with application fee waivers (at $40 each): free LSAT fees (at $60 each), and tuition and fee waivers for approximately twenty resident and non-resident Hispanic students.

The Minority Law Program has an introductory summer session that immediately precedes the fall term, during which "students are exposed to the Socratic method of instruction and receive individual critiques of their written and classroom work "(Univ. of Co. Bul. 1987:19). "Academic assistance for minority students also involves the tutoring of individual first-year students by upper division students" (Univ. of Co 1987:19). It is interesting to note that many of those Hispanic law students who participated in the summer program were non-recruits.

The student law sample from the Hispanic Law Student's Association. Only one of nine students said they were recruited and this recruit was recruited by the CU Opportunity Program; thus, a student evaluation of the recruiting agency was not feasible due to the low numbers.

According to the Hispanic Law Students Association, the organization seeks to develop law

student support mechanisms and foster leadership and community involvement among Hispanic lawyers and law students. It also seeks to increase the representation of Hispanic law students in the student body. The Association strives to make law students and others aware of the major legal and social issues that affect the Hispanic community (Univ. of CO. Bul. 1987:13). This volunteer organization can be considered a recruitment and retention agency because its goals are to "increase the representation of Hispanic law students in the student body (through recruitment) and to link Hispanic law students with Hispanic lawyers who serve as role models (retention).

STUDENT RECRUITMENT PROBLEMS

The University of Colorado has a racist image among many minorities in Colorado (Smith 1988). This racism is shown in a Campus Press article that a fraternity sponsored, which states "Mexican boy for hire "(Smith 1988). Mr. Smith goes on to say that racism can be resolved by educating mainstream White Americans about racism's effect upon minorities. Education can be dispensed by requiring a mandatory minority course for all undergraduates. Mr. Smith discusses racism and other troubles that minority students face at monthly Colorado

Bar Hispanic Association meetings in Denver which attempt to provide solutions.

FOLLOWUP METHODS FOR STUDENTS WHO DROP OUT

In an effort to improve retention Mr. Smith telephones or writes to those program students who do not appear in class. However, it is not always necessary since most students provide him with an explanation before they depart.

UNDERGRADUATE RECRUITMENT ORGANIZATIONS

THE CRANSTON MINORITY SEMINAR

The Cranston Minority Recruitment program began in the summer of 1988 and developed out of the Minority Business Training Seminar which held its first seminar during the summer of 1987. The Cranston Minority Organization recruitment procedure involves calling high school counselors by phone and asking them for minority junior level students who possess grade point averages of 3.2 or higher, an interest in business, and recognized leadership skills. Ms. Dominguez, a recruitment advisor, obtained a minority student list from public high school district personnel which gather this information from those students who designate themselves as a minority on admission forms.

College students at the University of Colorado follow the same procedure which indicates that the student is allowed to choose his ethnicity without being questioned by the university. Thus, students who are minorities may designate themselves as White or those students who are White may designate themselves as minorities. Nevertheless, it is assumed that most of the students with non-Hispanic names, who classified themselves as Hispanic, have at least one Hispanic parent or were adopted.. This classification is understandable when one considers that this is a patrilineal society and as such it is often the man's name that takes precedence and thus becomes the name used by all offspring.

CRANSTON MINORITY SEMINAR

The Cranston Minority Seminar takes place during the second week in June at the University of Colorado at Boulder. Students receive full scholarships that cover transportation, tuition, room and board. Seminar participants live in residence halls on campus and can spend free time at the Student Recreation Center or the University Memorial Center.

SPECIAL ACTIVITIES

The seminar gives 25 minority students the opportunity to learn about the business world firsthand

and receive an introduction to college life. During the week students play a computer simulation game that calls for small groups to operate competing businesses. The winners are designated as the most successful company and are honored at the final luncheon. The students attend a career fair that hosts representatives from small and large businesses who talk about job opportunities. Students also tour the Boulder IBM plant and Cranston Healthcare facilities in Denver. The students also practice how to take the American College Test, learn how to fill out college applications, discuss financial aid, and meet with CU business students.

RECRUITMENT AND RETENTION PROBLEMS

Ms. Dominguez cited no recruitment or retention troubles for students given the special nature of this program.

The business sample consisted of seven undergraduate business majors, however, none of them were recruited through the Cranston Program. Ms. Dominguez's secretary called all twenty five of the Hispanic students who participated in the 1987 summer program yet only four were registered at the University of Colorado at Boulder. When asked, if those students who participated in the 1988 summer program and who later dropped out of the

university were pressed for an explanation, MS Dominguez said "no" but that "it would be a good idea."

MINORITY REPRESENTATIVE COALITION

The Minority Representative coalition's recruitment procedure involves minority university alumni and minority parents of current students who send mail to minority students in their areas to inform them of College Day/Night programs and College Fairs held at a university nearby. The Minority Representative Coalition coordinates its efforts with the National Alumni Admissions Assistance Program (NAAAP) in the identification of alumni, as well as program planning and coordination. The in-state program-fairs are coordinated directly from the NAAAP office of Admissions at the University of Colorado at Boulder. Out-of-state regions are directed by Area Coordinators. The in and out of state organizations converse with the Admission's Office in Boulder and direct their alumni and parent representatives in an eight step procedural format (Lefferdink 1988:1). These steps are outlined below.

1. In Colorado College Day/Night Programs and College Fairs, the minority alumni and minority parent volunteers are needed to greet the students and their parents, help distribute materials, and generally assist the Office of Admissions representatives. Following the

browsing session, a representative from the office of Admissions makes three presentations. At this time, alumni and parent volunteers assist by distributing materials, helping students sign contact cards, and answering general questions., When the student contact cards are returned to the Office of Admissions, the information is entered on a computer which forms a mailing list for the University which sends the student information about U.C. Boulder University (Lefferdink 1988:2).

2. OUT-OF-STATE COLLEGE DAY/NIGHT PROGRAMS AND COLLEGE FAIRS

Alumni and parents in other states follow the same procedure as their Colorado counterparts except that they themselves are responsible for sending invitations to students and the remaining steps listed above whereas in Colorado, Admission representatives assist them (Lefferdink 1988:2-3).

3. OPERATION CONFIRM

The students on the mailing lists who become accepted are contacted by representatives who congratulate them, answer questions they may have, and share experiences about Boulder. NAAAP representatives contacted nearly 2,000 accepted students during Operation Confirm (Lefferdink 1988:3). Unfortunately, the office

does not record the number of contacted students who attend the university.

4. ALUMNI DIRECTORY

The Alumni directory was formed to inform accepted freshmen of the names, addresses, and phone numbers of local NAAAP representatives in their area who are willing to talk with them and their parents regarding questions they may have about CU-Boulder. This directory is sent every fall to all accepted freshmen in the spring before fall enrollment (Lefferdink, 1988:3)

5. CU MINORITY PREVIEW PROGRAMS

The Previews are held in large meeting rooms in hotels, they provide an opportunity for CU-recruiters to discuss academic programs, admission procedures, student life, and other aspects of the University and the Boulder area. Alumni and parent representatives are needed to greet students and their parents, and answer questions (Lefferdink 1988:3).

6. MINORITY SUMMER SEND-OFF RECEPTIONS

These receptions are hosted by representatives of NAAAP and the Minority Alumni Network, CU Parents Association members, and CU Alumni Association chapter members who help confirmed freshman and transfer

students, and who helped their parents to learn more about the University firsthand from current students, alumni, and CU-Boulder parents. These receptions are relatively small gatherings (approximately 5 to 30 students) and are usually held in the home of the alumni or parent representative. Five Minority Summer Send-Off reception were held during 1988 with over 60 minority alumni, students, and parents attending (Lefferdink 1988:4).

7. RESOURCE PROGRAM

Minority Alumni Network representatives may give their name and telephone number to prospective and accepted students so that local students have someone in the area to call (Lefferdink 1988:4).

8. EXTRA ACTIVITIES

When representatives live in an area where major CU-Boulder recruitIng is not taking place, they may (A) identify high schools in the area where the University is not currently being represented; (b) refer news articles, announcements, or media messages regarding college information programs to the NAAAP office; or (c) submit articles from hometown newspapers about outstanding high school students. Representatives send the names and addresses of these students to the Program Coordinator so

that appropriate materials may be sent to them from the Office of Admissions (Lefferdink 1988:4).

NAAAP Recruiters seek minority high school senior students who are ready to start fall semester and who have scored 27 or above on the American College test (ACT). This organization does not offer scholarships, application waivers, or practice college admission test taking for the ACT or SAT.

Lefferdink (1988:1) says that "Since the Office of Admissions and the office of Alumni Relations began the program seven years ago, over 1,200 alumni and parent representatives from throughout the nation have volunteered their time and talent to assist in a variety of local recruitment activities of the program. These representatives are believed to have contacted "16,000 prospective students during the 1987-1988 academic year" (Lefferdink 1988:1). Mr. Valencia says that the original Minority Representative Coalition (MRC) began as a pilot program directed by Francisca James Hernandez from September 1986 to October 1988. During this period, the program possessed 35 in state alumni and no out-of-state alumni. Currently, under the direction of Mark Valencia the MRC has grown to a total of 160 in and out of state alumni. The increase in alumni representatives led them to contact a larger pool of minority students and thus probably led to more minority recruits.

RECRUITMENT PROBLEMS

Mr. Valencia believes that Kay Ortund, the assistant director of the Chief Budget Office and Guideline setter of Alumni Representatives and the Colorado Commission on Higher Education (CCHE) should revise their policy toward the mandatory professional accompaniment of NAAAP representatives. This is necessary because there are not enough professionals available to attend the increasing flow of students and meetings. The organization is presently receiving more applicants for more meetings than can be held due to a shortage of CCHE employees. The result is the loss of meetings for prospective college students. Mr. Valencia believes that NAAAP representatives are capable of conducting these meetings without requiring the aid of CCHE members.

STUDENT ANALYSIS OF THE MINORITY REPRESENTATIVE COALITION

Identifying students who belong to the Minority Representative Coalition (MRC) is difficult because the students referred to CU-OP as their recruiting agency yet CU-OP also directs the Minority Representative Coalition and Diplomat programs. A student analysis of the Minority Representative Coalition's effectiveness is not possible because none of the students made the distinction between the MRC program and CUOP.

INTRA-AGENCY COMMUNICATION

At high school visits, Mr. Valencia may be accompanied by one or more of the following recruiters: either Aragon of the Diplomat program, or a representative of the Minority recruitment program, or Mr. Copello of the Hispanic Engineering Recruitment program because they are all CUOP programs.

THE DIPLOMAT PROGRAM

The Diplomat program was developed in the fall of 1987, by Miguel Aragon, a former CU graduate. Mr. Aragon recognized the need to increase minority attendance at CU. In the Diplomat program, Aragon visits the high schools that Ray Archibeque of the Minority Representative Program selects. After obtaining the schedule from the Colorado Education Service and Development Association (CESDA) which decides which Colorado College representatives may attend which high school. Mr. Aragon then visits the school. CESDA, then sends each Colorado university an activity list, indicating which high school they may visit, both prior to the summer and the fall before their academic year. CESDA meets junior and senior high school students at their's school's auditorium. Members of the Colorado Council on high school relations schedule day/night college fair visits at high schools. The Council often

seeks high school's with high minority populations, and the college representatives usually meet the junior and senior high school students at a gym.

At the University of Colorado (CU), the admission's office determines which high school may be visited after reviewing those minority high school applicants who applied to the University of Colorado at Boulder. Each selected high school is then visited by a liaison from CU. After receiving junior and senior high school student responses to their visits, Mr. Aragon meets at the Admissions office and spend one to two hours per week calling students by the phone to interest them in enrolling at CU. James Jaramillo (not the author) spends half of each day (Monday through Sunday) phoning prospective students and answering student admission questions. The Diplomat program is geared toward recruiting students and does not offer retention services such as counseling or tutoring.

Mr. Aragon was accompanied by the researcher on his visits to Centaurus and Erie high schools and was able to record his recruiting procedure (11-3-1988). Field notes were made about his recruiting procedure. At the Centaurus visit, seven college recruiters were present, they were Miguel Aragon, of the University of Colorado at Boulder; Chuck Downey, of North West College, Varo Maldonado, of Colorado State University, Debby

Martinez, of the University of Southern Colorado, Frank Lucero, of the University of Northern Colorado, Molly Sutherland, of Northeastern College, and Sue Daniels of Front Range Community College. They met in the high school's auditorium and informally greeted one another as representatives of their colleges. The speaker order is not determined until they arrive at the high school and is decided among themselves. Three out of seven recruiters agree to lecture on one of the following topics, they are (1) Motivation and Admissions; (2) Financial Aid; and (3) Support Services.

Standing in the auditorium's doorway the researcher along with one of the recruiters greeted each student and handed them a college questionnaire and a program brochure. The students were then told to sit in the seats closest to the stage. Mr. Aragon spoke first, on Motivation and Admissions. He stood up and faced the students in the seated audience. He introduced himself and his university affiliation (CU) and then proceeded to discuss CESDA's agenda. Mr. Aragon then showed a slide presentation called "Your future is in your hands." This slide show's topic discussed "Facing the Options" (other than college) which included Work-technical/vocational, the military, community college, and the university. Next, He showed a slide presentation entitled "Motivation and Admissions" which discusses

selecting a college and the steps needed in applying to college. They were listed as (1) apply early-the second semester of your junior year and early the fall of your senior year, (2) take the ACT and SAT, (3) send your official transcripts to your college, and (4) fill out your admissions application.

The second speaker was Chuck Downey, of North West College. He spoke about financial aid. Mr. Downey told the students to (1) obtain a financial aid application, (2) be sure and fill out this form's Family contribution section, (3) explained how financial need is determined; and finally (4) emphasized signing the financial aid award and returning it promptly to the university. He told the students that jobs could substitute as alternative funding sources when aid was not sufficient.

Varo Maldonado, of Colorado State University, spoke about "Support Services." She outlined the service agenda as one that includes (1) special orientation; (2) academic planning; (3) tutoring; (4) career exploration/placement services, (5) personal counseling; and (6) student organizations. After this lecture, Mr. Aragon, informed me that six of the audience members were participating in the Pre-Collegiate Development Program at CU.

After these lectures, Ms. Maldonado announced the remaining six college recruiters and then spoke about Colorado State University and its services. Mr. Aragon spoke of his former experience with the Hispanic Student Representative Program and the free tutoring that is available to students who designate themselves as minorities in the CUOP program. Ms. Maldonado closed by telling the audience that each of the university representatives would be seated distantly apart on the edge of the stage. This seating arrangement allowed the student to decide which university to discuss his/her plans with a university representative in a semi-private manner. Each university recruiter was supplied with admission and financial aid brochures which they freely handed out to students who demonstrated an interest in their school.

Besides visiting high schools, the researcher as a volunteer member of the diplomat program, afforded him the opportunity to give university campus tours to students and their parents. On the first day of training (October 18,1988) at a meeting room on the second floor of Regent Hall, each diplomat was handed a folder that contained admissions and financial aid information, and a map of the university. Cookie Gowdy, assistant director of Business Foreign Services Clerical Support and Kay Bell, Front/core supervision Publications Visitation

Programs (our supervisors), who work for Admissions explained that we were to (1) to give campus tours to prospective students and their parents on those days that are designated as The CU Sampler and Engineering Open House programs; (2) answer their questions about the university or refer them to a more knowledgeable person when we could not answer the question; and (3) attend free campus lunches and sit with the students and their parents (known as the "Be A CU Student For A Day program").

In order to give a tour, it was necessary to go on one conducted by a trained tour guide. The October 26, 1988 tour was selected as the training tour. It was directed by a work study admission employee named Tad who spent an hour showing the campus. Tad described each campus building's name and function. For instance, Tad said "Regent Hall functions to recruit and admit students."

The tour provided information about the purpose and location of many office buildings. The tour ended in a room at the University Memorial Center where Tad was replaced by an admission's person who would lecture on CU's undergraduate admission requirements. The lecturer asked the students about their class standing. They said they were graduate students. The lecturer said he did not have information on the graduate school and that they

should refer to their department for specific questions. The lack of knowledge about graduate programs and the tour's undergraduate emphasis indicated that the Office of Admissions does not screen its entries satisfactorily. Nevertheless, the students did receive a well needed tour.

The researcher conducted his first tour on Saturday, October 29, 1988-the day of a CU Sampler event. This event gives prospective students and their parents the opportunity to attend a sample University lecture, a student panel discussion, and informational sessions with representatives from admissions, housing, financial aid, and all of the academic areas of the campus. The cost is $ 8.50 per person and requires reservations. When the students and their parents first entered the Duane Physics building they were greeted by nine ambassadors who asked for their surname. After name confirmation, the visitors were given a schedule of the day's events, and a University of Colorado folder with literature on financial aid, admissions, campus life, college life, college preparation, housing, and advanced placement program credit. The event ends with a tour of the campus and lunch.

The Tour began at 10:45 a.m. and lasted till 12:05 p.m. Bell divided the total student and parent population by the number of Diplomat members to give each

tour guide twenty people. The researcher greeted his group and introduced himself as a student, and encouraged them to ask questions about the university in general. We began at the Duane Physics building and crossed the street to the stadium where the function of each office was explained as we encountered them (e.g., the ROTC office serves the Reserve Office Training Cor., etc.,). The route (which was more or less the typical route) began at the Duane Physics building, north toward the stadium, Balch field house, the Recreation Center, then west to the library, Chemistry building, Old Main, Macky auditorium, and southwest to Hallems, the Henderson Museum, the Education building, west to the University Memorial Center, the Imig Music building, and Wardenburg Health Center, past the dormitory halls of Nichols, Willard, and Hallet, and south to the Events center, the Sommers-Bausch observatory and to a final destination at Kittredge Commons where lunch was to be held (see appendix 10).

Lunch consisted of Sloppy Joes and vegetable soup were being served. It was unusual since a more elaborate meal would have been more encouraging. The program took place again on February 11, 1989 and July 15, 1989.

On November 12, 1988 the Engineering Open House program was held. Prospective engineering students first attended University classes with current CU students, met

with admissions, housing, and financial aid representatives, and then went on tour and ate lunch. The CU Sampler tour route was offered to the engineering students and their parents. Lunch was held at Kittredge Commons. The College of Engineering appears to be the only college that sponsors this program yet more prospective students could be reached if the remaining colleges conducted a similar program.

RECRUITMENT PROBLEMS

Mr. Aragon and Mr. Copello of the engineering college, both believed that the lack of communication between all of the recruiting agencies hinders minority recruitment effectiveness. Mr. Aragon said that every organization was busy conducting its own program and there were no meetings where all of the recruiting agents met. The lack of intra-agency communication prevented them from discussing the problems and successes that each agent encounters and such information could be of mutual benefit. If more than one organization encountered a similar problem then all of the recruiters could attempt to resolve it. The lack of communication between all of the recruiting agencies could be resolved by periodically scheduling mandatory meetings. These meetings would allow members to discuss methods for resolving their troubles. If a problem arose (e.g., a budget deficiency)

and they as a unit resolved it, it could increase recruiter morale.

Mr. Aragon next cited the lack of leadership between the agencies as a problem. This problem could be resolved by a leader who was elected by two-thirds of all of the recruiters. The leader could be a spokesman for the entire group. These decisions would start from group proposals that each member may institute or vote upon. A leader that acts upon the group's decision would be secure in his position because the members voted the leader in, and have the opportunity to institute and vote on a future candidate at any time. Critics of decisions could not ridicule any particular member's vote if each decision was written on a ballot and then placed in a box.

Mr. Aragon also says that many of his superiors do not understand minority affairs and it was that factor that hindered him and others the most. Nevertheless, Mr. Aragon did not elaborate on this statement when asked for an example.

Mr. Aragon also believes that each recruiting agency does more admissions and counseling than actual recruitment. The validity of this statement could not be substantiated because the questionnaire was designed to ask recruiter oriented questions. However, table 5 does account for the amount of time each agency utilized

during recruitment. Mr. Aragon's recruitment time occupies 50% of his daily work, yet his superior, James Thompson, says that his employees spend 60% of their daily work time recruiting; this leaves only a possible total of 40% devoted toward admissions and counseling which would indicate that recruiters spend most of their time recruiting. It was not possible to discover what percentage for remaining agencies' non-recruiting work time was, but the Mejor and Engineering program representatives did provide some counseling in addition to their recruitment duties.

A RECRUITED STUDENT'S OPINION OF THE DIPLOMAT PROGRAM

None of my student informants specifically listed the Diplomat program as a recruiter source, they often listed CUOP as a recruiter reference source.

THE MINORITY ENGINEERING PROGRAM

The Minority Engineering Program (MEP) was established in 1973 to increase minority enrollment at the University of Colorado at Boulder. This organization raises most of its funds plus receives funding from the University and the Dean of Engineering. Mr. Copello assumed Associate leadership of this organization in March of 1986. Mr. Copello's involvement with the CUOP organization led him to adopt similar methods for

recruiting candidates. For instance, after Mr. Copello is informed of CESDA and the Colorado Council on Higher Education's high school agenda through Aragon. Mr. Copello then decides which high schools he would like to attend. He targets high schools that would be most productive. Mr. Copello visits these schools, and conducts follow-ups, via the telephone or by mail, on every student referral that his office receives. These referrals may come from Mr. Aragon or other admission's personnel. List of students who express an interest in Engineering are inputed into a massive recruiting data base.

Mr. Copello is often invited by high schools to make presentations about opportunities in engineering. Special visits to out of town include Project Boost in San Diego, an intensive pre-college program for Navy enlisters and a high school in Booker T. Washington, Texas specializing in math and science. Mr. Copello provides interested college prospects with information about MEP. After reviewing minority student applications to CU, Mr. Copello and his staff spends one to two hours a week telephoning students to convince them to attend the University of Colorado at Boulder. He attracts many minority students to the university by offering them scholarships. Minority Engineering Scholarships funding has increased from $ 44,000 in 1986 to $ 87,000 in 1987.

In addition, Mr. Copello also conducts presentations and tours for MESA (A Minority Pre-collegiate Program) students who express an interest in engineering.

MINORITY ENGINEERING RECRUITMENT PROGRAM SUCCESS

Mr. Copello visited forty-four high schools and targeted approximately 2,000 to 2,500 students in 1986 alone. During the same year, Mr. Copello was able to double the program's budget. In 1987, he and his staff visited forty seven high schools.

MINORITY ENGINEERING RECRUITMENT AGENCY TROUBLES

Mr. Copello claims that 80% of those minorities who did not confirm admissions to the University, cited lack of financial resources. He says that many of these prospective students had difficulty contacting the University's financial aid department during their decision making process. Many other financial aid recipients reported undergoing the same difficulty during the admissions process. One conclusion is apparent, more financial aid counselors are needed on the telephones and desks at the financial aid office, to provide assistance to prospective students.

Mr. Copello says that he asked another minority college recruiter to co-sponsor a minority high school student visit to the campus yet she never responded after

several notices. The problem of no response could be resolved through the mandatory recruitment meetings. The group could assess the problem and provide a solution. If the group found fault with a recruiters actions, the leader could demand that she cooperate or offer assistance to her giving her more time in which to engage in group activities.

Mr. Copello like Sanchez of the Mejor program, also stated that minority recruiting efforts suffer from a lack of funding on all three level, federal, state, and private sources.

A RECRUITED STUDENT'S ASSESSMENT OF THE PROGRAM

Two Minority Engineering recruits were located and interviewed. One respondent gave the Minority Engineering Program a good rating while the other gave it an excellent rating. The excellent rating came from the student who was recruited by Mr. Copello in the fall of 1986 while the other student was recruited in the fall of 1984, before Mr. Copello was hired. The fall 1986 recruit was a senior when he was first contacted by Mr. Copello during a high school visit. This respondent stated that no practice college test workshops were held. He also reported that no fee was required for a MEP awards Banquet in the Spring at the university which was

at that time the major student-recruiter activity offered.

THE HISPANIC STUDENT REPRESENTATIVE PROGRAM

The Hispanic Student Representative program is a CUOP program designed to prepare all levels of high school minority students (grades 9-12) for college. The program was known as Upward Bound in 1982 and was changed to the Hispanic Student Representative Program in 1983. The coordinator, Ricardo Sanchez recruits students during the last two weeks of November and in the first week of December. Mr. Sanchez sends a program letter to the high schools reported to have a substantial minority student body based on Colorado State Department of Education figures.

High school counselors receive the program notices and notify the recruiting agency when they find desirable candidates. The recruiter then arranges an interview with the students to gage their desires for a college education. Student are accepted or rejected immediately following the interview. If accepted students are informed where and when the first workshop will occur during the Spring.

Eligible students are required to (1) belong to one of the "target schools"; (2) come from an underrepresented ethnic minority group; (3) have a

minimum 2.50 GPA (Grade Point Average). In addition, students are required to meet one or more of the following criteria: (1) be a first-generation college student; (2) come from a one-parent family; (3) be the eldest in the family; and (4) indicate a desire to pursue a career in higher education.

The program receives references from Guidance Counselors, School Administrators and Teachers, current or former Hispanic Student Representative students, and others in the student's local community. Preparation involves exposing the selected students to the careers they desire. The program includes academic advising regarding high school course selections, fostering cooperation between parents and guidance counselors, to meet desired career objectives. During the academic year the students attend workshops/seminars in Basic Study Skills, Interpersonal Skills Development, and topics related to student preparation for the 21st century. Mr. Sanchez transports students from their homes to the University. All of the events are free to students.

Students also practice taking the Preliminary Scholastic Aptitude Test (PSAT), SAT, and ACT tests for one hour during October. The senior high school student takes the SAT or ACT test while the junior takes the PSAT.

Students receive financial aid advice from people who were referred to the program by the Hispanic Chamber of Commerce and Denver Center for the Performing Arts. This event is held in January for a two to three hour period.

The students are often counselled by volunteer college social science majors who earn applied skills in the field. These social science students also function as recruiters and tutors. Other counselors are from the Minority Counseling Center which pays minority counselors. Students meet with their counselors and tutors bi-monthly.

During the summer, students undergo an intense five week program at one of the four campuses found in the University of Colorado's system. Students experience college student life along with preparatory college skills courses such as, the natural sciences (including mathematics), composition, computer skills, world events, and library research techniques.

INTRA-AGENCY COMMUNICATION

The Chemistry and Business colleges at CU provide instruction to these students in one of the two selected fields. The Business school purchased computers for the students and the Chemistry department gives students access to labs and computer facilities. Student's who

express an interest in business are subsidized by the Business College via the Cranston Seminar Program discussed earlier in this document.

INTER-AGENCY CONTACT

Mr. Sanchez works with James Jaramillo, the Assistant director of CUOP, to process and monitor minority college applications. If an application error occurs they inform the student and assist them in correcting it prior to the submission deadline. Both Mr. Sanchez and Ms. Dominguez will correspond directly with the student when they notice an interest in the business program.

RECRUITER PROBLEMS

There are several recruitment problems outlined by Mr. Sanchez, they are (1) There are more applicants than available slots. This student overflow probably indicates that the agency lacks sufficient funds and labor to handle an increase, which consequently inhibits their recruiting success.

(2) Mr. Sanchez believes that the program could be more effective if it paid stipends to promising senior high school students. Those with a high grade point average. He also believes that the agencies should tutor minority junior high and high school students who

need academic assistance at their prospective high schools.

(3) Mr. Sanchez also says that many university administrators are reluctant to support minority recruiting programs because they have experienced disillusionment with the agencies of the past which failed to deliver.

RETENTION PROBLEMS

There were also retention problems observed in the Hispanic Student Representative Program. The program has a higher female graduation rate because many Hispanic males in high school are often encouraged by their family to work during the summer when the program reaches its peak, unable to balance both. Hispanic females usually possess more free time and remain at home more often which gives them a greater opportunity to attend and complete this program.

Students are often claimed by two recruiting agencies. When this happens, students are asked to decide on one. Multiple claims for students indicate that recruiter time was wasted because it could have been devoted toward the selection of other candidates. For instance, one of the two recruiters could have recruited another student thereby effectively increasing the University's overall minority recruitment rate. This co-

claiming could be resolved by scheduling only one recruiter per high school visit. This action would expand the university's recruiting high school choices because they would not overlap so other high schools would have to be selected.

Finally the MCC counselors are so under-staffed that they often are late for appointments. As a result many students ask Mr. Sanchez for advice. Counselors scold Mr. Sanchez when he advises students because the counselors feel that advisement is their job. Mr. Sanchez also says that many of his students correspondents complain that the Minority Counseling Center (MCC) counselors advise the students to take unnecessary courses--in other words, offering incorrect advice.

STUDENT RECRUITEE ASSESSMENTS OF THE RECRUITING AGENCY

Three of my respondents participated in this program. The student's overall opinion of the agency varied from below expectations to excellent . One student gave the program a below expectation rating because the organization did not attend to the needs of its graduates. He said that the program provided adequate support up until the student enters college. In other words, the agency recruits but does not provide retention services. This complaint demonstrates the

student's desire to remain with the same personnel during the program and throughout college. This allows the student to further his relationship with the same personnel which strengthens the students confidence, a factor that entices one to remain at the university. The student's switch-over from the recruiter to the MCC counseling office splices the attachment that developed between the student and the recruiter, the student now has to form a new relationship with another agency. The respondent said that the agency did not refer him to the MCC office. He says that they provided a fatherly image during the program yet dropped these services when the student moved on to college. This feeling of rejection was especially evident when the student program graduate needed to fill out his Family Financial Aid Statement and college application forms. He asked for agency assistance but was turned down because he was a program veteran.

1. The recruiting agencies should provide academic and counseling support to the program students who enter college. A student's transition from one agency to another may not be easy, in fact if it is difficult the student will have no other assistance sources to turn to and could lead to an increase in drop out rates at the university.

2. This same student respondent also said that the program was inconsistent. For example, he and another Hispanic friend applied to the program. The friend was not accepted, yet the friend possessed a superior high school GPA 2.8 verses 2.3, and a higher ACT score of 27 verses 15.

The respondent said that he was one of the students referred to the program by a friend who was attending the program, the other student, his friend, was recruited directly through interview arrangements.

THE MINORITY COUNSELING CENTER

The Minority Counseling Center functions to resolve the personal and academic problems that the faculty, students, and staff experience at CU. This center, formerly known as the EOP Counseling Service, was decentralized to form the Minority Counseling Center in 1980. Each EOP counselor focused on a specific minority student group (either (3) Hispanic, (2) Black, (3) Asian, or (4) Native American but the Minority Counseling Center's counselors are now required to offer services to White students as well as minority students.

The MCC is overseen by David Henson, the Vice Chancellor of Academic Services. The center offers minority students-individual counseling, Ethnic Advocacy programs, minority scholarships, and free tutors.

Tony Alvarez, was the respondent for this agency. He was asked to list the retention problems that Hispanic students face on campus. Alvarez says that there are two types of Hispanic students on campus. The first, is the mainstream student who conforms more readily to university life because he often comes from an integrated high school; and is not surprised by the under representation of Hispanic students.

The second student is the traditional Hispanic student. This student typically wishes to maintain contact with the culture and is very often from a high school or neighborhood that has a large Hispanic population. The second type of student experiences more difficulty making a transition to the university because of the small Hispanic population. This student often returns home for the weekend to visit parents and friends as a means of obtaining temporary security. Mr. Alvarez says that the traditional student is prone to join a small clique of Hispanic students who often isolate themselves from mainstream society. He believes that a position that occurs somewhere between both of these extremes would be best stance for Hispanic students to adopt. Mr. Alvarez argues that this is necessary because the mainstream student often places less emphasis on cultural background while the traditional student is often too isolated from the mainstream. The degree to

which each of these two types of Hispanic students is affected by the under representation of Hispanic students, faculty, and staff at the university is not presently assessable yet both groups probably undergo some type of influence.

HISPANIC STUDENT RETENTION PROBLEMS

Mr. Alvarez listed the lack of minority faculty, staff, and students on campus as variables that affects Hispanic student retention at the university. He says that Hispanic faculty are underrepresented in all academic departments except for Spanish and in the Center for Studies of Ethnic Studies and Relations in America (CESRA). Mr. Alvarez also says that the Hispanic staff recruitment figures are impressive until one notices that many of them are in the service and maintenance category. The presence of minorities in these lower status positions offer minority students very few role models. Mr. Alvarez believes that this may discourage students from believing that they can reach their full academic potential.

Mr. Alvarez also notes that the establishment of MCC left many counselors with no jobs and depressed those students who placed their faith in these counselors. Those students who were counseled by Mr. Alvarez often cite the lack of financial aid as an additional factor in

why they drop out. Students facing financial difficulty there are often unable to overcome them because their parents usually cannot provide the financial support needed to keep their children in college. The Colorado Daily reports that a study conducted by the American College Testing Program concluded that "Hispanics, low-income students and people with little education generally are less willing to borrow money to go to college than their wealthier peers" (1989:12). Hispanic student reluctance to obtain school loans is particularly distressing when one considers that "Loans now account for about 67% of all federal student aid, compared to 21% in 1975-76" (Colorado Daily 1989:12).

Another short-coming that impacts on student retention is tutoring services. The MCC's tutorial service does not have tutors for all majors offered by the university. Thus, a student who needs help in an academic area may not be able to receive tutorial assistance. A lack of help can lead to failure and this will certainly discourage students from continuing their education.

Racism continually appears on campus. Mr. Alvarez says that a Hispanic professor's sociology books were defaced last year. Mr. Alvarez says that he has observed minority students and white professor interactions that to him demonstrated racism. This racism often appears

nonverbally that is, during an interaction the professor is often hesitant to speak with the minority student because he does not know how to identify with the minority group. On the other hand, Mr. Alvarez says that White student-teacher interactions takeoff more readily because of the natural cultural-racial bond.

Mr. Alvarez feels that racism among Whites is common due to peer pressure. Because White students are the majority it is often accepted when a racist idea is proposed among them because most of them will not be offended. The high preponderance of ethnic minority jokes (e.g., dumb Polish or lazy Mexican jokes) in America reflects this practice. Racism makes minority students feel unwanted and loathed (Webb 1990), prompting many students to leave the university.

The underrepresentation of Hispanic students is not fair to the parents of those Hispanic high school students who are paying their taxes to fund the university. It can be argued that they are paying more than their share of the taxes because their children are proportionally attending college at a lower rate than the White student population.

Mr. Alvarez says that minority-white university relations can improve when Whites accept the fact that minorities follow American nationalism as well as their own cultural heritage. He also believes that to achieve

this goal that Minority funding needs to be increased to provide more tutors, counselors, and Hispanic activities.

STUDENT EVALUATION OF THE MCC CENTER

There were respondents directly afflicted with the MCC programs in the sample. One student said that the MCC uses their resources to the best of their ability and that they provide adequate counseling, academic advising, and test taking. Another student respondent said that counselors needed more office hours because there were not enough office hours and staff counselors to provide the much needed services.

THE MINORITY PROFESSOR-STUDENT PROGRAM (MPSP)

The Minority Professor-Student Program (MPSP) began as a pilot program in the fall of 1987. The program's continuity is attributed to program participation which has more than doubled, from 12 mentorship pairs in the Spring of 1987 to 26 mentorship pairs in the Fall 1987-Spring 1988 academic year (six of which are Hispanic). The program is sponsored by the Chancellor, Vice Chancellor of Academic Services, the Multicultural Center, and the Associate Vice Chancellor for Faculty Affairs. The MPSP is coordinated by Gwen B. Sunata.

The program's main goal is to line up minority students with faculty that possess the same academic interest. The faculty members act as role models for minority students; which enhances minority student retention on campus. Each mentorship pair is assigned to a staff liaison who functions to maintain an open dialogue with all participants. This ensures that personal and professional networks are operating effectively between the pair, and the group as the whole. Staff liaisons, then, act as go-betweens when they are consulted by either the mentor or mentee.

Students are sent a brochure that outlines the program's goals. They are asked to jot down their academic field of interest. After the MCC receives the completed applications, they mail the candidate information regarding the semester's agenda. These notices include the MPSP goal sheet, and a description of the program's history, accomplishments, and future goals. The goal sheet suggests events (e.g., lunch, dinner, board games, etc.,) that mentors and mentees can follow. For each up and coming event, the mentor and mentee are sent a descriptive notice about the event, as well as information on the location and time.

Students meet their mentor at a retreat in September held in the Rockies. Meetings comprise the group as a whole (the students, faculty, and MPSP staff)

and one on one mentor-mentee events. Everyone is expected to attend group meetings while the private mentor-mentee events are scheduled separately by the student and his mentor. The group's events for the previous academic year included the Fall 1988 Retreat, the "Adopt-a-Freshman" Program, restaurant and house dinner party-meetings, and Friday Afternoon Colloquias. The researcher managed to meet a mentor and had a revealing conversation during the house dinner-party.

The dinner party was held on an evening in October at the home of Evelyn Hu-DeHart, a mentor participant. The staff greeted participants as they entered Evelyn's home, and asked them to sign their name to a guest list and to a name tag. The name tags proved conducive to conversation because naming introductions were visually apparent. The event was designed to enhance the relationship of the group as a whole by conversation, dinner, and dance music. The event was informal, as discovered by the researcher who was the only person wearing formal business attire. Professor Salvador Rodriguez Del Pino, who was discussing Hispanic culture in the U.S. Southwest, offered the researcher an entre' into the mentor/mentee program. Professor Rodriguez Del Pino offered his services to the researcher.

Since the acquisition of a mentor, we have met approximately twice a week, and discuss anything that comes to mind. Some of our activities include lunch at the University Memorial Center, dinner at either house, or a restaurant, a party for one of his classes at my house, a Christmas party at his house, a Denver Symphony outing, and after class meetings.

OTHER MEETINGS

During a group meeting at a restaurant, mentors and mentees were handed A Mid-semester Check-In Form. The form asked participants to evaluate the program and suggest improvements. These responses provided an excellent tool for the MPSP staff to gauge their performance as well as to design more advanced programs for the future.

A Faculty Information Resource Bank was established to provide an information sheet for each Faculty Mentor. The resource bank lists the faculty member's research, professional, and non-professional interests as well as other useful information for the establishment of an appropriate match with a student mentee.

The "Adopt-a-Freshman" Program seeks to align experienced mentorship pairs with a new first year student. The relationship allows the new student to

relate to either mentorship pair at their respective level. The veteran-mentee acts as a near future student role-model while the mentor acts as a distant future professor-role model.

The majority of the informal group events for this semester, and the end of last semester, have weekly taken place on Friday evenings at Potter's Bar in Boulder. This is not the ideal location because the majority of the student mentees are under 21 and thus cannot attend evidenced by the low attendance rates. Only about half-a-dozen students and one mentor out of 26 pairs usually show up. There may also be many students who do not wish to drink, yet feel compelled to do so because of the environment.

An ideal replacement spot for Potters would require a generic atmosphere that does not discriminate between members' participation-based on age, alcoholic or non-alcoholic consumption, or any other personal distinctions. Up to now, the house dinner-parties and restaurant events have been the most heavily attended events. That is probably because provide an environment that does not discourage mentors and mentees from attending because of their differing personal values.

The MPSP is working toward its goals in (1) the achievement of a campus environment that supports and encourages gender, ethnic, and cultural diversity; and

(2) the development of a strong sense of community among students, faculty, and administrators.

THE MINORITY FRESHMAN PROGRAM

The Minority Freshman Program falls under the jurisdiction of the University Learning Center. The program offers freshman courses, to CUOP Fall Institute students (new and continuing), CUOP regularly admitted students, student athletes, and non-minorities (if space is available), in core academic subject areas. Complementary labs in math, science, writing, reading, and study skills as well as tutorials in almost all subjects areas and a wide range of workshops complete the programs service offerings. Students meet teachers in small classrooms which enhances individual attention. The program encourages teaching development through the Faculty Teaching Excellence Program and the Graduate Teacher Programs.

THE HISPANIC STUDENT ASSOCIATION

The Hispanic Student Association is funded by the University of Colorado's student government (UCSG). The club's activities are numerous so that only a small sampling of them are discussed here. Some of the activities include recruiting and tutoring Hispanic high school students, and college students, arranging holiday

events (e.g., Cinco de Mayo) and parties, attending the National Association of Chicano Studies (NACS) conference, fund raisers (e.g., bake sales), and sponsoring guest speakers (usually other student club speakers) all of which provide a strong social support network. Because this club recruits high school students and provides retention services it is best to classify them as a recruiting-retention agency.

This student club's social organization consists of a president, vice-president, a secretary, treasurer, and members in general. The president chairs the meetings, selects the time and place, organizes some of the other events, and ultimately decides what activities may be funded.

The meetings are held once a week for a two hour period in a room at the University Memorial Center. On a typical day, the president and officers sit on one side of the table, while the members sit on the other three sides or in chairs located in the front of the table. A chalkboard sits in one corner of the room, for use by guest speakers and club members during the elections. The first event of the meeting begins when the officers present their agenda, announce guest speakers, and call the meeting to order. The guest speakers on October 24th included representatives from the Peace Corps, C.I.S.P.E.S., and Affirmative Action

organizations. The topics usually focus on current and upcoming events, AIDS prevention, UMAS newsletter production, co-ed volleyball, a Tai-Chi speaker, Cinco de Mayo preparations, and the student coalition group--formed among the many student groups on campus.

Gene Rodriguez, the club's president was also interested in increasing student club membership. To do this, Mr. Rodriguez obtained a list of the phone numbers and addresses of the Hispanic students and faculty at the university. Each one is contacted by telephone or by mail and given a notice of the club's goals, meeting time, and place. During each meeting, Mr. Rodriguez asks every member to bring a new member to increase club membership.

In 1989, members of Movimiento Estudiantil Chicano de Aztlan (MECHA) merged with the Hispanic Student Association by attending club meetings. Because each organization already has a president, it may pose a conflict when both do not agree on how to resolve a particular issue. Nevertheless, the unification provides a larger labor force which can be used more effectively to carry out proposals.

The Hispanic Student Association also planned to raise club funds through its involvement with the Boulder Eco-cycle program which pays groups to distribute newsletter crates among various neighborhoods. The

meeting ends when the president asks the club members if they have any questions or anything more to say.

HISPANIC RECRUITMENT ACTIVITIES

In 1985, the association formed an organization called "La Raza." The purpose of La Raza is to recruit Hispanic students from high schools in the nearby cities, towns, and hamlets, these included but are not limited to Lafayette, Pueblo, Denver, Centennial, and Central High Schools. During the 1985-1986 academic year, the club recruited at least four students by telephone and high school visits. The club called high school counselors to obtain permission to arrange for high school visits. The club also transported high school students to the university for a campus tour. They provided high school tutors and advised college bound high school students to increase their GPA, fill out university admission forms, complete the financial aid form (FAF), or Family Financial Statement (FFS), and other information that each college major requires. Some of these high schools formed their own organizations and one high school organization continues to provide all of the above services to its student body.

INTRA-AGENCY COMMUNICATION

This study's informant says that La Raza's success led the University's office of Admissions to adopt a similar program, known as the Diplomat Program. The office of Admissions received word of the club's recruitment success and now takes members to high schools to act as college student representatives.

The club also co-sponsored a post-undergraduate workshop in the fall of 1988. Dean Shankman, university admissions officer, and a financial aid representative spoke about the graduate school requirements to a crowd of minority students. Other minority graduate students spoke on their life experiences in graduate school and the adjustments that had to be made in order to survive in graduate school. In addition, several professors representing various colleges at the university spoke on their school's requirements.

INTRA-CLUB COMMUNICATION

The club planned to correspond with several other clubs by sending representatives to each club, to learn of their goals. The club has representatives who attend meetings at APAC, MECHA, and the Hispanic Law Student's club. As a result, APAC asked if they could co-sponsor the Cinco de Mayo festival and other functions. MECHA now meets with the club. Members of MECHA have attended

meetings of the Hispanic Law Students, The Hispanic Engineering, the Hispanic Business Club, and the Minority psychology clubs in an effort to expand intra-club communication.

THE NATIONAL ASSOCIATION OF CHICANO STUDIES

Approximately thirteen club members attended the National Association for Chicano Studies (NACS) XVII annual Conference in Los Angeles from March 29 to April 1, 1989. The purpose of the conference was to present a program that addressed topics, issues, and problems relating to the Chicano community. Emphasis was placed on current research, policy implications, and the exploration of relevant theories. NACS offered those attending a rich array of workshops, resource persons, book and material exhibits, arts and cultural events as well as the organization's business meeting.

CHAPTER VI

STATISTICAL ANALYSIS OF THE PROBLEMS THAT HISPANIC STUDENTS, RECRUITERS, AND RETENTION AGENTS REPORTED DURING THE INTERVIEWS

The following analyses examined issues raised by recruiters, students, and retention staff in a quantitative manner. Statistical tests use are based on the type of data (e.g., nominal, ordinal) and the appropriateness of technique (e.g., using a chi-square test as opposed to a t-test).

UNMET FINANCIAL AID NEED AS AN ATTRITION VARIABLE

One of the most significant problems prohibiting Hispanic freshman students to college is the lack of financial aid support. For example, Rube (1988) states that the majority of those who did not register in his engineering program cited financial difficulties as the major reason. Unfortunately it was not possible to test whether or not Hispanic high school graduates were discouraged from applying to the university specifically for financial reasons because the sample only encompassed Hispanic college students. However, the impact of unmet financial need upon those financial aid student recipients who responded did reveal an interesting

pattern. Approximately 60 % of the students indicated that financial difficulties adversely affected their school performance (table 6).

TABLE 6

STUDENTS WITH UNMET NEED CONTROLLING FOR FINANCIAL DIFFICULTIES

	n	f	cf
HAVING PROBLEMS	15	60	60
NOT HAVING PROBLEMS	10	40	100
TOTAL	25	100	100

sample size=25

Of the total percentage of those students facing financial difficulties due to unmet need, 13.3 % relied on employment, 60 % on loans, and 26.7 % on direct contributions from their families or a combination of all three (table 7).

TABLE 7

STUDENTS WITH FINANCIAL DIFFICULTY CONTROLLING FOR POSSIBLE SOLUTIONS

	N	F	CF
EMPLOYMENT	2	13.3	13.3
LOANS	9	60.0	73.3
FAMILY	4	26.7	100
TOTAL	15	100	100

The null hypothesis stated "There is no association between unmet need and student financial difficulty."

The alternate hypothesis sought to test an association between unmet need and student financial difficulty. Student financial difficulty was considered a potential economic explanation for Hispanic attrition on campus. Because the data was categorical (as in unmet need and student financial difficulty) it could be displayed in a bar chart. The data revealed that a higher proportion (60%) of the students experienced financial difficulty due to unmet needs. What this suggested was that unmet needs encompass a greater spectrum for some Hispanic students that for others. It also showed that financial aid must be expanded to include more factors besides just tuition, books, housing, and food allowances.

SCHOLARSHIPS TO RESOLVE STUDENT FINANCIAL DIFFICULTIES

There are minority undergraduate and graduate scholarships and grants at the University of Colorado, four of which (based on student responses) are solely geared toward Hispanic students. The Hispanic Alumni Scholarship offers a $ 500 scholarship, the Latin American Educational Foundation scholarship offers a $ 600 scholarship, the Hispanic Scholarship offers a $ 1,000 scholarship, and the Roybal Associates Scholarship annually awards $ 600 to a deserving Hispanic undergraduate.

The remaining scholarships apply to minorities in general. The Arnold CU Opportunity Scholarship awards 25 scholarships of $ 1,000 each to freshman minority students. The Boulder Scholars awards $ 500 to $ 1,000 to students who are from underrepresented ethnic groups. The G.G. Liebhardt Minority Scholarship annually awards three scholarships to minority students who are making satisfactory academic progress at CU-Boulder. The Procter and Gamble Leadership Scholarship awards one scholarship annually to the minority student who demonstrates outstanding leadership on campus and in the community. While the Law School Minority Grant awards up to $2,600 to minority students in law school. Among the numerous scholarships available, only five students in the sample indicated that they received money from these sources.

IS THERE A RELATIONSHIP BETWEEN LOW PARENT INCOME AND STUDENT FINANCIAL DIFFICULTY ?

One compelling question that this research fostered was. What is the relationship between parents income and student financial difficulty ? That is, do students who come from families with low income experience greater financial difficulties in school despite the alleged equalization factor of financial aid ? (table 8)

TABLE 8

THE RELATIONSHIP BETWEEN LOW PARENT INCOME AND STUDENT FINANCIAL DIFFICULTY

COUNT ROW % COLUMN % TOTAL %	FINANCIAL DIFFICULTY + DIFFICULTY	 - NO DIFFICULTY	
PARENT INCOME LESS THAN 20 K +	2 40.0% 25.0% 7.7%	3 60% 16.7% 11.5%	5 19.2%
PARENT INCOME GREATER THAN 20K -	6 28.6% 75.0% 23.1%	15 71.4% 83.3% 57.7%	21 80.8%
TOTAL	8 30.8%	18 69.2%	26

Anthropological significance:
The final probability figure of p= 4.0867 is sufficiently larger than p@=.05 assigned so the null hypothesis cannot be rejected.

Q=4.0867 P<0.05

The findings imply that Hispanic students are not dropping out of the university because of financial difficulties. Nevertheless, the present study's sample of students with low income parents consisted of only five responses whereas the number of students with high income ($20,000 or more) parents totaled 21. This small sample without any other purpose, may in fact serve as a proportional representation of low income students who attend the university.

RECRUITED VERSUS NON-RECRUITED STUDENT ACADEMIC TEST PROFILES

The data analysis in this section compares recruited Hispanic students verses non-recruited Hispanic using high school Grade Point Average (GPA); college GPA; the American College Test (ACT); and the Student Aptitude Test (SAT) scores to as measures of academic success.

The purpose of this section is twofold. It allows for testing whether or not high school (GPA) is an adequate measure of high school academic performance. The second section compares SAT and ACT scores against high school GPA to see if they are adequate at determining high school academic performance. The Spearman rank order test was used to measure student high school GPA to SAT and ACT scores because these scores are ranked ordinally. When student high school GPA's were compared to SAT scores, no relationship was established, but when student SAT and ACT scores were compared, a relationship was determined (see tables 9-10).

TABLE 9

IS THERE A RELATIONSHIP BETWEEN HISPANIC HIGH SCHOOL GPA AND SAT SCORES ?

Ho: There is no relationship between Hispanic high school GPA and SAT scores.
H1: There is a relationship between Hispanic high school GPA and SAT scores.

Test chosen: The Spearman Rank Order Correlation because high school GPA and SAT scores could be ranked on an ordinal scale.
alpha=.01
critical value=2.9
sample size= 18 DF=16
Table used: Table P of critical values of rs, The Spearman Rank Order Correlation coefficient.

Subjects	HS GPA	& rank	SAT Scores	& rank	di	di^2
001	3.3	9.5	1270	16	-6.5	42.25
002	2.8	3	1180	15	-12	124
003	3.0	6	1110	12	-6	36
004	3.0	6	1100	10.5	-4.5	20.25
005	3.8	15.5	850	2	13.5	182.25
006	2.5	1	500	1	0	0
007	3.7	14	980	3	11	121
008	3.0	6	1050	6.5	-.5	.25
009	4.0	18	1300	17	1	1
010	2.7	2	1000	4	-2	4
011	3.0	6	1100	10.5	-4.5	20.25
012	3.9	17	1080	8	9	81
013	3.0	6	1050	6.5	-.5	.25
014	3.5	12	1030	5	7	49
015	3.3	9.5	1090	9	.5	.25
016	3.4	11	1150	13	2	4
017	3.8	15.5	1170	14	1.5	2.25
018	3.6	13	1310	18	-5.0	25
Total=18		18	RANKS	18		713

rs=.257
T=1.03

Anthropological significance: Since the computed value (1.03) is less than 2.9, we may not reject the null hypothesis at the one percent level. Thus, the ranking of student high school GPA and SAT score are not related.

When high school GPA's were compared to ACT scores, a relationship was established (see table 10).

TABLE 10

Are recruited Hispanic student SAT and ACT scores related ?

Ho: Recruited Student SAT and ACT scores are not related ?
H1: Recruited Student SAT and ACT scores are related ?

Test Chosen: Spearman rank order correlation coefficient because the data could be ranked.
Alpha:.05
Table used: Table P, table of critical values of rs, the Spearman Rank Correlation Coefficient.
Critical Value: 2.4

Recruit	SAT score	& rank	ACT score	& rank	di	di2
001	1270	6	28	6	00	
002	850	1	23	1	0	0
003	1300	7	29	7	0	0
004	1080	2.5	26	4.5	-2	4
005	1090	2.5	26	4.5	-2	4
006	1150	4	25	2.5	1.5	2.2
007	1170	5	25	2.5	2.5	6.2
008	1310	8	30		8	0 0
Total		8	8	0	16.5	

rs=.8000
T=3.16

Anthropological Significance: Since the computed value of 3.1 is greater than 2.4, we reject the null hypothesis at the five percent level and conclude that the rankings of students ACT scores and SAT scores are related.

When high school GPA's were compared to ACT scores, a relationship was established (see table 11).

TABLE 11

IS THERE A RELATIONSHIP BETWEEN STUDENT HIGH SCHOOL GPA AND ACT SCORES ?

Is there a relationship between student high school GPA and ACT scores ?

Ho: There is no relationship between student high school GPA and ACT scores.
H1: There is a relationship between student high school GPA and ACT scores.

Test Chosen: The Spearman Rank Correlation Coefficient because student high school GPA and ACT scores can be ranked ordinally.
Alpha=.01, sample size= 24, Critical value: 2.074
Table used: Table p table of critical values of rs, the Spear Rank Correlation Coefficient.

Subjects	HS GPA	& rank	ACT	& rank	di	di^2
001	3.5	10.5	28	17.5	-7	49
002	2.6	3	20	7	-4	16
003	3.6	13	14	1	12	124
004	3.8	16.5	23	10	6.5	42.25
005	3.2	4	22	9	-5	25
006	3.3	6	19	5.5	.5	.25
007	3.6	13	17	3	10	100
008	4.0	23.5	29	14	-3	6.25
009	3.4	8.5	15	2	6.25	42.25
010	2.5	1.5	19	5.5	-4	16
011	3.9	20	26	14.5	5.5	30.25
012	3.7	15	27	16	-1	1
013	3.5	10.5	21	7	2.5	6.25
014	2.5	1.5	18	4	-2.5	6.25
015	4.0	23.5	29	21	2.5	6.25
016	3.9	20	24	11	9	81
017	3.3	6	29	21	15	225
018	3.3	6	26	14.5	-8.5	132.25
019	3.4	8.5	25	12.5	-4	16
020	3.9	20	29	21	-.5	.25
021	3.8	16.5	25	12.5	4	16
022	3.9	20	28	17.5	2.5	6.25
023	3.9	20	29	21	-1	1
024	3.6	13	30	24	-11	121
Total=24		24 ranks vs 24				
1,074.55						

Rs=.6047
T=3.51

Anthropological significance: Since the computed value (3.5) is larger than the critical value (.485), we may reject the null hypothesis at the one percent level and conclude that the rankings of student high school GPA and ACT scores are related. Because all three of these tests (H.S.GPA,SAT, & ACT) showed associations when compared to one another, it indicates that any one of the three tests could be employed to determine high school academic achievement. Their reliability provides recruiters with a firm high school academic level of measurement that can be used in future tests that wish to academically predict what a high school student might accomplish in college.

The two tests(SAT & ACT, HS GPA & ACT) showed associations when compared to one another, which indicates that either one can accurately be used to measure high school student academic performance. Hence, the cross-verification of these high school academic measures (GPA, SAT, & ACT) allows recruiters to use any of them to academically predict how a high school student will perform in college.

ACT, SAT, AND HIGH SCHOOL GPA AS COLLEGE PERFORMANCE PREDICTORS

It is important for the recruiter to determine if there is a correlation between the high school and college GPA of recruits; if a relationship existed, a recruiter could determine what high school GPA correlates with the university's lowest acceptable grade. It might be used to predict a high school graduate's academic future in college. The correlation test was chosen because the data was continuous and the level of measurement was interval-ratio (see table 12).

TABLE 12

CORRELATION BETWEEN HIGH SCHOOL AND COLLEGE GPA FOR RECRUITS

High School GPA X	College GPA Y		XY	X2
1) 3.5	2.7	9.45	2.25	7.29
2) 3.9	3.5	13.65	15.21	12.25
3) 3.2	2.0	6.40	10.24	4.00
4) 3.9	2.9	11.31	15.21	8.41
5) 3.9	2.5	9.75	15.21	6.45
6) 3.6	3.4	12.24	12.96	11.56
22.00	17.00	62.8	81.08	9.76

x MEAN = 3.66 Y MEAN = 2.83

$$R = \frac{62.8 - 6(3.66)(2.83)}{[(81.08-6(3.66)][49.76-6(2.83)]}$$

R=.055

The findings revealed that r=.055 which indicates no relationship between student high school GPA and college recruit GPA. Nevertheless, the sample consisted of only six recruits, and thus it may be inadequate to formulate results.

Unfortunately, an accurate sample size for recruits is not presently possible because most university recruiters do not keep track of the number of students who entered college through their program. The university could keep track of these figures by placing a non-recruit/recruit question on their admission questionnaire for entering new students to answer. A numerically sufficient sample awaits this assessment.

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The investigator also conducted a correlation test between the high school and college GPA's of non-recruits (see table 12). The correlation test was employed because the data was interval and the level of measurement was interval/ratio. The R=.1341 which indicated a weak correlation (see table 13).

TABLE 13

HIGH SCHOOL AND COLLEGE GPA OF NON-RECRUITS

	H.S. GPA X	COLLEGE GPA Y	XY	X2	Y2
1)	3.2	3.0	9.6	10.24	9.00
2)	3.6	3.2	11.52	12.96	10.24
3)	3.0	2.5	7.50	9.00	6.25
4)	3.0	2.7	8.1	9.00	7.29
5)	3.8	3.6	13.68	14.44	12.96
6)	2.7	3.5	9.4	7.29	12.25
7)	3.0	3.7	11.10	9.00	13.69
8)	3.0	3.2	9.60	9.00	10.24
9)	3.5	3.0	10.56	12.25	9.00
10)	3.0	3.2	9.60	9.00	10.24
11)	3.5	2.8	9.80	12.25	7.84
12)	2.5	2.5	2.30	5.75	5.29
13)	4.0	3.5	14.00	16.00	12.25
14)	3.3	4.0	13.20	10.89	16.00
15)	3.3	2.0	6.60	10.89	4.00
16)	3.4	2.2	7.48	11.56	4.84
17)	3.9	2.4	9.36	15.21	5.76
18)	3.8	2.3	8.74	14.44	5.29
19)	3.9	3.2	12.48	15.21	10.24
	65.4	56.3	188.12	214.88	172.67

mean of x=3.442 y=2.96

$$r = \frac{188.12-19(3.44)(2.963)}{[214.88-19(3.442)\ ]\ [172.67-19(2.963)\ ]}$$

r=.1341

Both non-recruits and recruits yielded weak correlations between their high school and college GPA's.

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HIGH SCHOOL GPA PREDICTS COLLEGE GPA

The next hypothesis wished to determine if high school GPA can predict college GPA. The data was derived from table 13. The regression test was chosen because the data was continuous, the level of measurement interval/ratio, and the hypothesis required a test of prediction. The hypothesis was tested through the Regression by standard least squares method and the Regression through origin (see table 14 and figure 3).

TABLE 14

REGRESSION FORMULA FOR SHOWING HIGH SCHOOL GPA AND COLLEGE GPA

B= 188.12-19(3.442) (2.963) -5.34

Y= 1.789+.52x=

	X High school GPA (Observed)					
Y College GPA	2.4	2.5	2.7	3.2	3.8	
y=1.789+.52x	3.0	3.0	3.1	3.4	3.7	Standard Least Squares
y=.87x	2.0	2.1	2.3	2.7	3.3	Regression through origin

X High school GPA (observed)	2.5	2.7	3.2	3.8
Actual college GPA	2.3	3.5	3.0	3.6

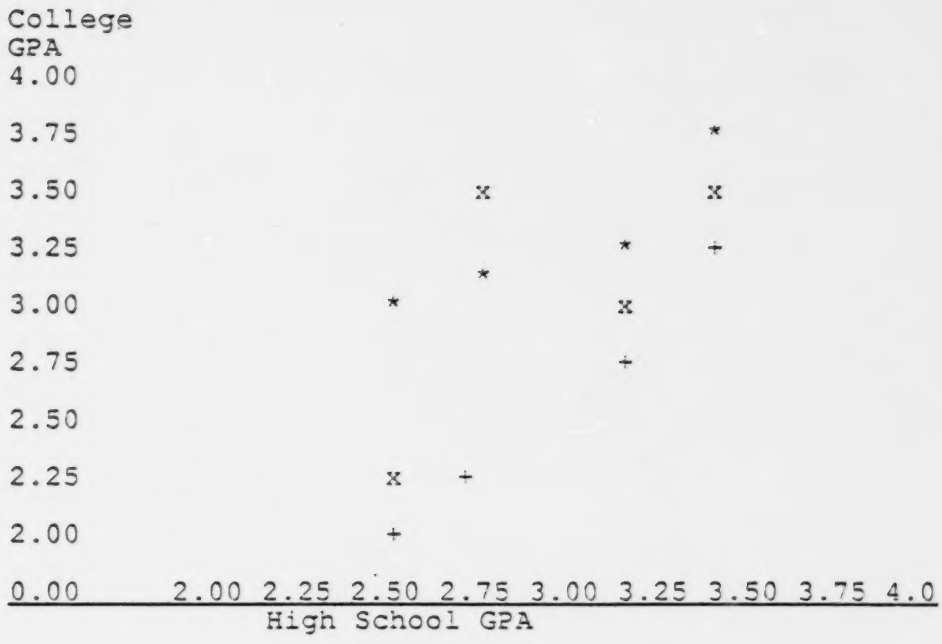


FIGURE 3
Regression of high school GPA and college GPA
Least Squares Method = (*)
Regression through Origin = (+)
Actual College GPA = (x)

The two lines of regression are nearly parallel. The difference in slope (.87-.52) amounting to only .35. The Regression through the origin proved to be a fairly accurate at predicting college GPA from high school GPA. For example, when the observed x value (high school GPA) was 3.2, the actual y value was 3.0, the regression through origin predicted a 2.78 value. The regression by standard least squares method was less accurate, it predicted a y value of 3.45 (college GPA) for the observed x value of 3.2 (h.s. GPA).

LOWERING THE UNIVERSITY'S HIGH SCHOOL GPA ENTRANCE

The Hispanic student representative program recruits high school students with the lowest GPA (2.5-3.2); yet the regression formula in table 14 indicates that students with a high school GPA of 2.4 can attain a college GPA of 2.08, which is satisfactory academic work. The Hispanic student Representative program should lower their 2.5 high school GPA requirement to 2.4, to accommodate those high school who are predicted to satisfactorily perform at the university (see table 14).

ACT SCORES PREDICT COLLEGE GPA

The researcher also tested whether student high school ACT scores can predict college GPA. The Least Square's regression test was employed to show the linear relationship between student high school ACT scores and college GPA. The test proved fairly accurate at predicting College student GPA from high school student ACT score. For instance, when a student's actual ACT score of 21 was plugged into the regression formula $y=1.265 + (.064)\ X$ (table 15), a predicted y value = 2.6 GPA appeared which was fairly close to the student's actual GPA of 2.8 (figure 4). Hence, when the student ACT score and high school GPA act as x in the regression formula they can predict

approximate values for college GPA (the Y value) (see table 15).

TABLE 15

LEAST SQUARE'S REGRESSION TEST SHOWING THE RELATIONSHIP BETWEEN A STUDENT'S HIGH SCHOOL ACT SCORE AND COLLEGE GPA

Can a student's high school ACT score predict his/her college GPA ?

Test chosen: I employed the Least Square's Regression test to show the linear relationship between a student's high school ACT score and college GPA.

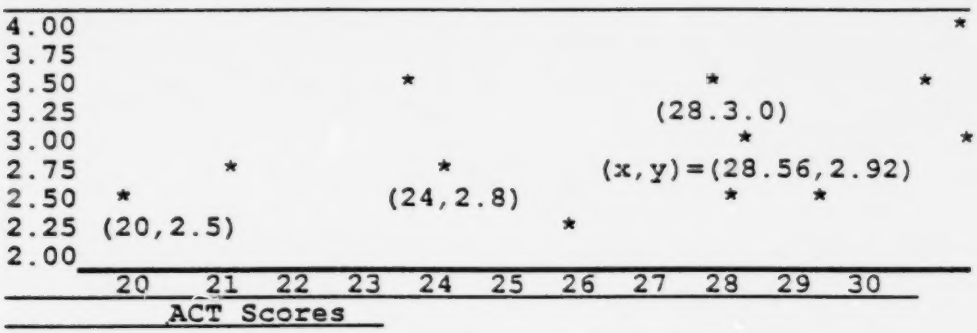
$$\frac{15\,(1,143.2)-(388)(438)}{15\,(10,196)-(388)^2}=b$$

$$b=\frac{153.6}{2396}=.064$$

$$y=\frac{43.8}{15}=2.92 \quad \& \quad x=\frac{388}{15}=25.86$$

$$a=y-bx$$
$$=2.92-(.064)\,25.86$$
$$=1.265$$
$$y=1.265+(.064)\,20$$

$x=20, y=1.265+(.064)20=2.545$
$x=24, y=1.265+(.064)20=2.801$
$x=15, y=1.265+(.064)15=2.225$
$x=28, y=1.265+(.064)28=3.057$



Anthropological Significance: When a student's actual ACT score of 21 was plugged into the regression formula: y=1.265 +(.064) *X , a predicted y value (GPA) of 2.6 appeared which was fairly close to the student's actual GPA of 2.8. Hence, when the student ACT score and high school GPA act as x in the regression formula they can predict approximate values for college GPA (y).

FIGURE 4
SCATTER DIAGRAM AND REGRESSION
GRAPH: STUDENT ACT SCORES PREDICT
COLLEGE GPA

LOWERING STUDENT ACT SCORE REQUIREMENTS AT THE UNIVERSITY

When a high school student earned an ACT score of 20, the line of regression formula predicted a college GPA of 2.545. This student's ACT score indicates that he/she will satisfactorily perform yet the university's lowest acceptable ACT score is 23 (the college of music's entrance requirement). Thus, the regression test indicates that the university should lower their ACT requirement score because students with ACT scores between 20 and 22 will perform satisfactorily at the university level.

SAT SCORES DO NOT PREDICT COLLEGE GPA

No correlation exists between student SAT scores and college GPA, which prevented the researcher from conducting a regression test for predicting college GPA from SAT scores.

CURRENT COLLEGE GPA OF NON-RECRUITS VERSUS RECRUITS

The distinction between non-recruits and recruits allowed the researcher to compare their academic success by high school G.P.A., Current G.P.A., A.C.T. composite score, and S.A.T. composite score. The first test compared the current G.P.A. of non-recruits to recruits. A two sample T-test was employed because there were two samples (non-recruit and recruit), the data was continuous, and the level of measurement was interval. The researcher hypothesized that recruits achieve higher college G.P.A.'s than non-recruits. The findings indicate that recruits do achieve higher G.P.A.'s than non-recruits. The T score of 3.16 was larger than the critical value 2.052 so we rejected the null hypothesis
(see table 16).

TABLE 16
STANDARD DEVIATION AND THE TWO SAMPLE T TEST FOR THE COLLEGE GPA OF NON-RECRUITS AND RECRUITS

Non-recruit college G.P.A.			Recruit college G.P.A.	
xi	xi2		xi	xi2
3.0	9.0		1.27	7.29
3.2	10.24		3.5	12.25
2.5	6.25		2.0	4.0
2.7	7.29		2.9	8.41
3.6	12.96		2.5	6.25
3.8	14.44		3.4	11.56
3.5	12.25		3.5	12.25
3.7	13.69		3.6	12.96
3.2	10.24			
2.8	7.8	n=8	24.1	74.97
2.3	5.29			
3.5	12.25		GPA PER RECRUIT = 3.01	
4.0	16.00			
2.0	4.00			
2.2	4.84			
2.4	5.76			
3.2	10.24			
2.7	7.29			
56.8	194.4			

GPA PER NON-RECRUIT= 2.704
N=21
NON-RECRUIT COLLEGE GPA RECRUIT COLLEGE GPA

Sx = 1.3933 Sy= .543

T= 3.1632 > 2.052
Table used: A.4
Sample size= 29-2=27
critical value: 2.052
Anthropological Significance: The T score is larger than the critical value (2.052) so we may reject the null hypothesis and accept the alternate hypothesis as valid.

RECRUITS RECEIVED A LOWER H.S. GPA THAN NON-RECRUITS

Because recruits achieve higher college GPA's than non-recruits, it was assumed that they also earn a higher

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high school GPA than their counterparts. The two sample t test was employed for this test because there were two samples (recruit and non-recruit), continuous data, and interval measurements. The T score (1.18) was smaller than the critical value (2.021) so we may not reject the null hypothesis. Thus, recruits did not achieve higher high school G.P.A.'s than non-recruits (See table 17).

TABLE 17

T-TEST COMPARING NON-RECRUIT HIGH SCHOOL GPA TO RECRUIT HIGH SCHOOL GPA

NON-RECRUIT HIGH SCHOOL GPA	RECRUIT HIGH SCHOOL GPA
Sx=.3741	Sy=.50
Mean=3.3	Mean= 3.41

T Score
3.3-3.41
T= 1.1839

Alpha=.05
Sample Size:47-2=45
Critical Value= 2.021
Anthropological significance: The T score (1.1839) is smaller than the critical value (2.021) so we may not reject the null hypothesis.

If recruited and non-recruited college students, on the average, earned similar high school GPA's; yet, the recruited students went on to earn a higher college GPA, then it indicates that the recruited college students are academically benefitting somehow over their counterparts. The non-recruited students higher GPA is attributed to the services that recruiting agencies offer (e.g., tutorials, counseling, and academic advising). These services act as a support network for Hispanic students. Recruited

students have already participated in these services and know they can return anytime for further assistance.

The recruited students higher college GPA also probably corresponds to a higher retention rate than those of non-recruits. Although not all of the recruiting agencies record their students' retention rates; of those that do, such as the Mejor, Minority Engineering, and Minority Law Recruitment Programs, achieve better retention rates than the Hispanic student population as a whole. For instance, The Mejor Program shows a 95 % retention rate (see figure 2) among the Hispanic student population whereas the CU-Office of Research and Testing showed a 36 % retention rate for the overall undergraduate Hispanic student population (1987:3).

The next hypothesis tested whether or not student ACT scores are related to parent education level. It was hypothesized that those Hispanic students who scored 25 or above on the ACT (American College Test), more frequently had parents who earned a bachelor's degree or higher (table 18).

TABLE 18
HISPANIC STUDENT ACT SCORES AND PARENT EDUCATION LEVEL

		Hispanic student ACT scores		
		Larger than 25	Less than 25	Total
Hispanic Student Parent Education	(Equal or + Larger Than)	9	3	12
of four years or more	(less than) -	5	7	12
		14	10	24

alpha:.01 two tailed =.05 bc<ad
sample size=24
p=.088 + .016 + .0013 +.00003= .10533

An ACT score of 25 was chosen because this is the minimum score needed for entry into the college of arts and sciences, the college most students apply to. The Fisher's exact test was chosen because the variables fit the two by two contingency table and because there was more than one expected value that was less than five. The final probability figure of p=.1053 was significantly greater than p@=.05 assigned so the null hypothesis could not be rejected. Thus students who scored a composite ACT score of less than or more than twenty five did not tend to have parents who possessed a bachelor's degree or higher.

PARENT EDUCATION LEVEL AND HISPANIC STUDENT SAT SCORES

A Fisher exact test was conducted for those students who provided their parents' education level and SAT scores. It was hypothesized that students who earned

a SAT composite score of one thousand and fifty or more--were more likely to have parents with a bachelor's degree or higher when compared to those students who achieved a SAT score below this score. 1050 was designated as the cutting off point because this was the minimum required SAT score for students entering the college of arts and sciences. The Fisher's exact test was chosen because the sample size was less than twenty and the SAT score and parent education level variables fit into the two by two contingency table (table 19).

TABLE 19
HISPANIC STUDENT SAT SCORES AND THEIR PARENTS' EDUCATION LEVEL

		Hispanic student SAT scores (1050) equal or greater than 1050	greater than 1050	Total
Hispanic Student Parent college education by year	=or> 4 years	10	2	12
	=or< 4 years	3	4	7
		14	10	24

alpha: .05 bc<ad
sample size: 19

The final probability figure of p=.09424 was less than the p@=.05 assigned so the null hypothesis could not be rejected. Although the hypothesized ACT (25 +) and SAT (1050) scores did not correspond with parent college education (of four years or more), the cell (a) where there

association lay revealed a higher frequency than the remaining cells of b, c, and d. For instance the number of Hispanic students with SAT scores of twenty five or more and parent education levels of four or more college years totalled 9, the largest cell frequency in the 2 by 2 contingency table. The number of Hispanic students with SAT scores of 1050 or more with parent education levels of four years or more totalled 10, the largest cell frequency in the 2/2 contingency table.

CHAPTER VI

TOWARD A COMMON GROUND: RECOMMENDATIONS AND SOLUTIONS TO HISPANIC STUDENT RECRUITMENT AND RETENTION AT CU

Many minority recruiters do not record their student recruitment and retention rates. Recruitment and retention success rates for the university as a whole cannot be directly attributable to these organizations. The Admission office, Diplomat program, Cranston Minority Seminar, and Minority Representative Coalition organizations have not compiled recruitment or retention rate data. However, among the smaller recruitment units, such as the Minority Law program, Hispanic Engineering program, Hispanic student Representative program, and Hispanic student association recorded their Hispanic recruitment rate data (see figure 1).

Many campus press articles attribute CU's increasing minority enrollment figures to heightened recruitment efforts. For example, when Pete Storey of Admissions was asked by a campus press writer about the increase among minority freshman during 1988 fall semester, he responded "We (recruiters) really have reached more students "(Johnson, 1988). However, Storey's response cannot be verified because some recruiters do not record their

recruitment figures, thus they cannot gauge recruitment success or failure, perhaps an intentional omission. Recruitment efforts can only be adequately explained by comparing the number of those minority students who were recruited in a year by year analysis.

A METHOD FOR CU TO ASSESS HISPANIC STUDENT RECRUITMENT AND RETENTION

The university's Hispanic recruitment and retention rate could be assessed by the Admissions office. This is true because they process information on every student who enters the university. Hispanic recruitment could be assessed, if the Admissions office asked each freshman applicant to note his ethnicity and list whether he was recruited by a CU representative or not. These questions could be placed on the acceptance notice that every first year (graduate and undergraduate) student receives from the university. These questions could be placed on the student's fall acceptance forms, and the recruitment figures could be tallied and compared to the results of each fall enrollment to measure recruitment success for the academic year. The rate for each recruitment organization could be examined from year to year. Those organizations that exhibit poor recruitment rates should reassess their recruitment practices.

A major shortcoming of recruiting and retention agencies lies in their failure to record their retention

and attrition figures. By ignoring recruitment and retention rates as a whole the current minority retention problem is directly linked to university services. In this study, the Mejor program was the only agency that was able to provide approximate retention records. The program's high retention rate (95 %) indicates that the program is an ideal retention model (see figure 2), and perhaps is one that should be copied by other agencies.

AN ALTERNATIVE METHOD FOR DETERMINING RECRUITMENT AND RETENTION

Although Hispanic student recruitment and retention at the university could not be measured due to the lack of data comparisons between Hispanic non-recruit and recruited high school and college GPA allowed the researcher to indirectly gauge recruiter and retention performance. Hispanic high school recruits and non-recruits achieved a similar high school GPA (3.4 verses 3.3) yet recruits on the average earned a higher college GPA (3.0) than non-recruits (2.7). These data strongly suggest that recruits are benefitting from university support services such as tutors and counselors.

RECRUITER PROBLEMS

There are two recurring problems that more than one recruiting agency face (1) budget deficiencies and (2) and insufficient intra-agency communication.

Budget deficiencies cause many other recruiter problems. They include but are not limited to a shortage of labor, more college applicants than available candidate slots, and growing student financial difficulties.

The Mejor and Minority Engineering Program representatives stated that budget deficiencies were undermining minority student recruitment success. Mr. Sanchez of the Mejor program indicated that when the Bilingual Ph.D. Fellowship program (an arm of the program) was operative, it brought 8-25 new student recruits annually. However, since the fellowship was terminated by the U.S. Department of Education in 1987. Graduate student recruits declined by an average of eight students an academic year. Mr. Copello of the Minority Engineering Program said that the "lack of sufficient university funding prevents university minority recruiters from doing their job effectively."

THE LABOR SHORTAGE

A boost in funding could ease or eliminate the labor shortage that the Admission's office currently faces when recruiting minority students. The hiring of more minority recruiters who would increase the number of minority candidates.

Increased recruiter funding could also improve the depersonalization that admission recruiters project when

they contact prospective students over the phone. Recruiters would then be able meet students annually at high school visits that last for an hour. The recruiter spends the majority of the visit lecturing to the students, student questions are taken for a few minutes after the lecture. More recruiters need to be hired to make more trips to the high schools, and more time needs to be devoted toward student questions.

This labor shortage appears in the financial aid office at the University of Boulder. The phones at the financial aid office are usually tied up when someone tries to contact the office. If more employees were hired, to answer student financial aid questions as they arose, then it would discourage those prospective college students who were not able to get through to the office from choosing another university to attend.

Increased recruitment funding would directly benefit the Hispanic Student Representative Program, which possesses more eligible candidates than available program slots. The shortage of student candidate slots could be ameliorated through increased funding for more teachers, counselors, and tutors who could cater to the new influx of students.

Increased recruitment funding could also be used to provide eligible Hispanic candidates who lack the funds for college with a grant to cover their financial shortage.

For example, Mr. Copello reports that 80% of prospective candidates seen by his organization, indicated that lack of money was the major obstacle. Grants can serve as financial incentives to entice more Hispanic students to enroll at the University of Colorado at Boulder.

Funding for more recruitment personnel could also benefit the Minority Representative Coalition (MRC) which faces a labor shortage. The MRC organization is presently receiving more applicants then they can accommodate because of a lack of representatives from the Colorado Commission on Higher Education, who are required to assist recruiters and alumni during high school visits. If more funding was appropriated toward hiring more CCHE representatives, then more meetings could be held, thereby addressing concerns of the growing pool of prospective Hispanic students.

HISPANIC STUDENT RECRUITMENT

The Mejor program needs to obtain outside funding sources to replenish the numbers of lost minority student recruits resulting from the Education Department's funding loss. There also needs to be an increase in funds aimed at recruitment. The remaining six university minority recruiting and two agencies also need to obtain more funding. The sources of these funds can be two-fold--the university and other private sources. Recruiters could retrieve this funding in a number of ways. Writing letters

to government, private, and university sources throughout the state and nation would be one strategy to follow. This letter should state that 50 % of the nation's Hispanic student population is dropping out of high school, and thus universities will have a very small high school graduate student population to draw eligible Hispanic college prospects from.

The Hispanic student population needs to be recruited into the university to replace the gap caused by the dwindling white student population and the growing need of higher education for all citizens.

Letters addressed to potential private contributors should note that a large uneducated Hispanic student population means fewer skilled prospective employees from which to draw. The private sector will have the choice of contributing to student education now, or spending more later in job training programs that are designed to cover those educational areas that students missed at the high school and college levels.

Letters addressed to potential government agency contributors (such as the Department of Education) should emphasize that increasing high Hispanic high school attrition rates mean more welfare and unemployment recipients, which in turn means more governmental spending.

DEFICIENT INTRA-AGENCY COMMUNICATION

The lack of communication between the recruiting agencies can be resolved through improved leadership. Aragon and Copello reported that the lack of intra-agency communication prevents them from discussing the problems and successes that each recruiting agency faces, which may in many cases be mutual. If more than one organization encountered a similar problem (e.g., decreased budget) then they could unify as a group and better their chances of resolving it. For instance, if one recruiting organization achieved the highest recruitment success among them, then the others could follow this organization's methods to improve their own recruitment rate. The lack of communication could be resolved by periodically scheduling mandatory meetings to discuss their performance weaknesses and strengths. If a problem arose, and the group found a solution, then it could be used to enhance recruiter morale.

A leader elected by two thirds of the recruiters would determine when and where the meetings should take place. The leader should not only have the power to announce meetings and group decisions, but should be empowered to make all relevant decisions with a two thirds majority of the recruiter representatives. These decisions would be derived from a proposal that every recruiter may institute or vote on during group meetings. The leader's

position would be tentative until a proposal to elect a new candidate was passed by two thirds of the recruiters. The leader's position needs to remain tentative because the agencies may wish to elect a new leader at any time.

The recruiter meetings may (1) resolve the lack of qualified employees and (2) serve as resources for superiors who are not completely aware of minority affairs issues.

HISPANIC STUDENT RETENTION CAUSES

As in recruiting, shortages in funding, labor, and student financial aid were also reported by university retention agencies and Hispanic students (see table 4). Deficient funding causes labor shortages among counselors and tutors, a shortage of university sponsored Hispanic events are other by products of financial worries. Other cofactors of Hispanic student attrition include the lack of minority, faculty, and staff as role models; a low Hispanic student presence, insufficient student financial aid, student personal problems, and systemic racism. The Minority Counseling Center and Hispanic students reported that there was an insufficient number of counselors and minority tutors for the students. An increased budget could provide students with more counselors and minority tutors.

Often, when a Hispanic student faces academic difficulties and seeks a tutor in the subject, one may not be available because not all of the subjects are covered by a tutor. This student may face failing the course because adequate tutorial assistance was not available. Thus, more minority tutors are needed to cover every subject offered at the university.

The Minority Counseling Center also noted that the shortage of minority faculty, staff, and tutor personnel who act as role models, can and do have an affect Hispanic student retention at the university. The lack of minorities in these positions discourage minority students from believing they can attain a similar position later on in the future. Mr. Alvarez says that Hispanic faculty are underrepresented in all university academic departments, with the only exceptions found in Spanish, and the Center for the Study of Ethnicity and Race in America (CESERA). Looking at general employment figures one gets the impression that Hispanics at the university are well represented. These figures are impressive until one notices that they many of them are in the service and maintenance categories.

The underrepresentation of Hispanic positions at the University level could be resolved through a search for minority faculty, staff, and counselors who would be given priority over others for university job openings. The

search would require more funding. Presently, all of the university positions are more or less filled, yet the Minority Counseling Center says that they possess a personnel shortage. If funding were devoted to increasing this labor pool with Hispanic personnel, progress could be made toward increasing Hispanic representation at the university could be made.

Many Hispanic students have stated that they feel isolated at the university due to their small campus population. Many of these students attended high schools where they were the majority rather than the minority. The transition from high school to the university may discourage them from remaining at the university. This isolation is also seen in the lack of university sponsored Hispanic events (if any) that are held on campus. In Hispanic society, a wide array of civil and religious celebrations (such as Cinco de Mayo and diez y seis) are held throughout the year; yet, their absence on campus assuredly motivates many Hispanic students to return home every weekend for emotional security.

DEFICIENT STUDENT FINANCIAL AID AS AN ATTRITION VARIABLE

The data in table 6 shows that a majority (15 of 25) of those Hispanic students who faced an unmet financial aid need also experienced financial difficulty that was resolved by either a (J) job, (L) loan, or (p) parent

contribution. Those students who worked to compensate for the unmet need, said it took valuable time away from their studies.

The solution for CU retention problems is not easy, however the university should follow the same procedure as the recruiting agencies. Retention personnel should mail letters to the private, government, and university sectors, and elaborate on the high attrition rates that are found among the Hispanic student population.

RACISM AS AN OUTSIDE VARIABLE THAT INFLUENCES HISPANIC STUDENT RECRUITMENT AND RETENTION AT THE UNIVERSITY

The Webster dictionary (1987:303) defines racism as "animosity shown to people of different race." "A race is the descendants of a common ancestor; distinct variety of human species; . . . etc.; lineage; . . .(ibid). Webster's (1987) definition of racism does not address culture. Hispanics are not a race but a culture, a mixed racial heritage. A Hispanic can be of Black, Native American, Asian, or European extraction. The term "Hispanic is best defined as those who either speak spanish or grow up in a spanish environment.

Racism was cited by Minority recruiters, counselors, and Hispanic students. Although racism was not considered part of the scope of this paper, it did appear frequently enough to warrant a discussion. Racist remarks appeared in

Nationally, there is a great need for high schools and colleges to plan educational programs that address the causes for the high Hispanic student attrition rates. These programs should be focused on both the secondary and post-secondary level.

The program could draw it members from a list of high school or college students who are failing one or more courses. These students could be placed in a small class that provides individual tutoring for students learning at their own pace. The ultimate goal is to educate these students until they have attained the academic level of those students found in the regular classes, so they can return to the mainstream before they become to reliant upon the remedial educational program. Programs such as these will require more funding, a major commitment to recruit more Hispanic students and a clearly developed program focused on retention problems. Increased funding will also resolve the university's second major Hispanic recruitment and retention problem, the labor shortage found among recruiters, counselors, tutors, faculty, and staff at CU.

the campus media, at off campus social gatherings, in the dormitory, and other on campus situations.

For example, the campus press printed an article on behalf of a university fraternity that stated "Mexican boy for hire." These type of remarks reach the Hispanic population and discourage many students from attending the university. Those Hispanic students on campus feel discriminated and unwanted when they read about or experience such dehumanizing situations.

For instance, At an off campus party, another Hispanic girl was approached by a White student who uttered "I pity you because you are a minority." At the University Memorial Center, a Hispanic student was confronted by a an anglo student who exclaimed "When did you cross the border." The enraged Hispanic student struck the anglo student down. These racist incidents discourage many prospective Hispanic students (high school or college) from applying to CU and infuriate those Hispanic students who are currently attending CU.

Educating students about racism's degrading affect on the victim and potentially harmful consequences for all should be a top priority. Undergraduate students should be required to take a course that discusses racism and its effect upon students on campus. This course could be called "Intra-campus cultural relations".

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APPENDIX 1

DATA SET FOR HISPANIC UNDERGRADUATE AND GRADUATE STUDENTS AT THE UNIVERSITY OF COLORADO AT BOULDER

	AGE	SEX	NR	HHS	HSN	PED	AFI	ETH	HSN
CASE 1	20	M	Y	3	S	BA	80000	CH	RJ
CASE 2	22	F	Y	3	U	PHD	40000	HI	CDE
CASE 3	20	M	Y	3	S	BA	15000	MA	AC
CASE 4	19	M	Y	3	S	TWO	80000	HI	OHS
CASE 5	24	M	Y	3	S	HS	44000	MA	MHS
CASE 6	22	M	Y	2	S	ONE	30000	SP	THS
CASE 7	20	F	Y	5	U	PHD	125000	HI	CG
CASE 8	19	M	Y	3	S	HS	24000	M	WHS
CASE 9	22	F	Y	4	R	DIP	13000	CH	RF
CASE 10	24	F	Y		R	DIP	40000	CH	HS
CASE 11	19	F	Y	3	S	DIP	35000	HI	AA
CASE 12	46	M	Y	5	R	ELE	30000		DHS
CASE 13	19	F	Y	3	U	GED	37000	MI	DW
CASE 14	18	F	Y	5	U	HS	30000	HI	MHS
CASE 15	20	M	Y	8	U	GED	34000	CH	RHS
CASE 16	18	F	Y	7	U	BS	45000	HI	MHS
CASE 17	20	F	Y		S	TWO	45000	PJ	ASH
CASE 18	19	M	Y	3	R	BA	20000	CH	JMH
CASE 19	22	M	Y	5	S	BS	107000	SP	CC
CASE 20	19	F	Y	6	S	MA	70000	PU	FM
CASE 21	21	F	Y	6	U	DIP	24000	CH	MHS
CASE 22	20	M	Y	6	S	PHD	70000	SE	CHS
CASE 23	24	M	Y	1	U	HS	38000	SP	SI
CASE 24	56	F	Y	4	U	ELE	53000		BHS
CASE 25	33	F	Y	1	R	NON		M	MHS
CASE 26	23	M	Y	5	R	BA	34000	HI	SKH
CASE 27	23	F	Y	3	U	BA	50000	HI	BHS
CASE 28	23	M	Y		R	GED	34000	HI	DHS
CASE 29	21	M	Y	5	S	BA	35000	MA	CHS
CASE 30	25	M	Y	3	R	GED		HI	EHS
CASE 31	18	M	Y	4	S	DIP	50000	HI	PHS
CASE 32	20	F	Y	7	R	BA		HI	EHS
CASE 33	25	F	Y	10	R	BA	20000	HI	IHS
CASE 34	22	M	Y	3	U	MA	65000	HI	BHS
CASE 35	28		Y	28	S	TWO			
CASE 36	22	M	Y	2	S	BA		HI	PE
CASE 37	19	F	Y	4	R	BA	60000	HI	LL
CASE 38	20	M	Y	3	S	DIP	20000	HI	GME
CASE 39	32	F	Y	1	R	ELE	17000	HN	SSH
CASE 40	25	F	Y	2		BS		HI	SMH
CASE 41	29	M	Y	3	R	ELE	19000	CH	WHS
CASE 42			Y		U	ELE	50000	ME	RHS
CASE 43	36	F	Y	4	S	PHD		LA	UO
CASE 44	21	M	N	4	S	PHD	40000	HI	BH
CASE 45	24	F	N	4	S	DIP		HI	MHS
CASE 46	19	F	N	6	R	PHD	50000	HI	CHS

CASE	47	21	F	N	6	R	DIP	30000	HI CHS
CASE	48	21	F	N	5	U	HS	40000	CH DN
CASE	49	22	F	N	5	U	HS	10000	CH FHS
CASE	50	19	M	N	4	R	HS	29000	CH BM
CASE	51	23	M	N	6	U	BA	50000	HI HHS
CASE	52	31	F	N	4	S	HS	75000	HI KHS
CASE	53	26	F	N	2	S	DIP		CH FHS
CASE	54	20	M	N	5	S	DIP	21000	CH BMH
CASE	55	23	F	N	4	R	ELE	20000	HI BRE
CASE	56	40	F	N	2	S	PHD		HI BHS
CASE	57	57	M	N	4	S	DIP		MA AHS

Appendix 1. Key:

Age=numerical age
Sex= M=male ; F=female

NR=Non-recruited

HSN=High school name

RF=Rocky Ford
HS=Hot Springs
AA=Air Academy
DHS=Davis High School
DW=Denver West
MHS=Manuel High School
RHS=Regis High School
JM=John Mall High School
ASH=Alameda Senior High
CC=Cherry Creek
FM=Fruta Monument H.S.
CHS=Chameber High School
SI=San Ignacio
BHS=Bowie H.S.
DN=Denver North
BM=Battle Mountain
FHS=Fairview H.S.
HHS=Hinckley H.S.
MHS=Mercedes H.S.

Eth=Ethnicity

CH=chicano
HI=Hispanic
MA=Mexican American
SP=Spanish
MI=Mexican Indian
PJ=Puerto Rican Japanese
PU=Peruvian
SE=Spanish English
M=Mexican
LA=Latin American

Appendix 2
HISPANIC UNDERGRADUATE AND GRADUATE DATA SET FOR CURRENT STUDENTS AT THE UNIVERSITY OF COLORADO AT BOULDER

```
INPUT NAME $ 1-9 CR $ 12 OFF $ 17 HA $ 19-20 IN $ 22
UN 25-28 SD $ 30-32 HGP 34-36 CGP 38-40 SATS 42-45
ACT 47-48 NREC $ 50 UND $ 52 GEN $ 54 SI 56-60 MAJ $ 62-63
TR $ 65 CO $                                        N
67-68;                                              R U G
                                                    E N E
CARDS;                                              C D
```

Name	cr	off	HA	IN	UN	SD	HGP	CGP	SATS	AC				SI
case 1	BO		Y	DE	Y		0		3.5		1270	28	Y U F	
case 2	DE		Y	PR	Y	1200			3.2	3.0	2931		Y U S	
case 3		BO		Y	AU	Y	2500		Y	2.6			20 Y U S	
case 4	BO		Y	AU	Y	7000			2.8		1180		Y U S	
case 5	BO		Y	MA	Y	5500		P	3.6	3.2		26	Y U F	2000
case 6	BR		Y	TH	Y		0		3.0	2.5	1110		Y U S	6030
case 7	BO		Y	CG			0		3.0	2.7	1100		Y U S	
case 8	BO		Y	WE	Y		0		3.8	3.6	850	23	Y U F	PS
case 9	BO		Y	RF	Y		0		3.3				Y U F	1200
case 10	BO		Y	TC	Y	1800			3.2			22	Y U F	2500
case 11	BO			CS	Y		0		3.3			19	Y U F	
case 12	WE		Y	KV	Y		0		2.5		500		Y G F	9500
case 13	BO		N	DE	Y		0		3.6			17	Y U F	1640
case 14	DE		Y	DE	Y	850			2.9				Y U F	0
case 15	BO		N	DE	Y				3.7		980		Y U S	0
case 16	BO		Y	LA	Y	4000			3.8				Y U S	
case 17	BO		Y	EN	Y		0		3.0		1050		Y U S	0
case 18	BO		Y	FM	Y	4000		L	4.0		1300	29	Y U S	0
case 19	BO		Y	MA	Y	800		J	3.0				Y U F	0
case 20	BR		Y	EP	Y		0			3.8			Y G F	0
case 21	BO		Y	PO	Y	132		P	2.7	3.5	1000		Y G S	2000
case 22	BO		N	DE	Y	300			3.0				Y U F	1540
case 23	BO		Y	BR		200		L	3.0	3.7	1100		G S	1720
case 24			Y	DU		500			3.0	3.2			Y U F	
case 25	BO			LA	Y		0		3.5	2.7			N U F	1600
case 26	BO		Y	DE	Y				3.4			15	N U F	
case 27	BO		Y	FH	Y				2.5			19	N U F	
case 28	LA		Y	VA	Y	123			2.5				N U F	
case 29	AU		Y	CH	Y		0		3.9	3.5	1080	26	N U S	
case 30	BO		Y	FH	Y				3.2	2.0			N U F	
case 31	BO		N		Y				3.7			27	N U S	
case 32	BO		N	ME	N	500			3.5	3.0			Y U F	4112
case 33	BO		N	LI	N				3.0	3.2	1050		Y U S	
case 34	BO		N	SF	N		0		3.5		1030		Y G F	0
case 35	BO		N	WA	Y	4900			3.5	2.8		21	Y U S	1736
case 36	LA		Y	EA	Y	500		JLP	2.5	2.3		18	Y U F	5000
case 37	BO		Y	CS	Y	4000		L	4.0	3.5		29	Y U T	2300

case	38	BO	N		N	2000	J		3.9	2.9		24	N	U	F	1500
case	39	BO	N	EL	Y				3.3	4.0		29	Y	U	F	7500
case	40	BO	N	DE	N				3.3	2.0	1090	26	Y	U	F	
case	41	BO	Y	IG	Y				4.0				Y	G	F	
case	42	BO	Y	AN	Y				3.4	2.2	1150	25	Y		S	
case	43	BO	Y	AL					3.0				Y		S	
case	44	BO	Y	PU	Y				3.9	2.4		29	Y	U	S	7000
case	45	BO	Y	LL	Y				3.8	2.3	1170	25	Y	U	S	0000
case	46	BO	Y	BR	Y				3.9	2.5		28	N	U	F	0000
case	47	BO	Y	LK	Y				3.9	3.2		29	Y	U	F	0000
case	48	BO	Y	BO	Y				3.6	3.4	1310	30	N	G	T	0000
case	49	BO	Y	OX	Y			L		2.7			Y	U	S	0000
case	50	BR	Y	BH	Y			L		3.5			N		F	29000
case	51	BO	Y	AC	Y	0000				3.6			N	G	F	

Appendix 2 Key:

CR=current residence
off=off campus y=yes n=no
HA = High school address
IN= in state Y=YES N=NO
UN=Unmet need
SD=student difficulty
HGP= High school GPA
CGP=Current GPA
SATS= SAT score
ACT = ACT score

NREC=Non-recruit y=yes n=no
UND =undergraduate y=yes n=no
SI=Student Income
TR=Transition from high school to the university.
N=no trouble
O=racism

Generation= Generation F=first, S=second, T=third

CO=counseling
NU=satisfied
F =Friendly
H =helpful
LA= lack of counselor availability.

APPENDIX 3
Agency representative questionnaire:

Date:
Name (optional):
position:

Age (not required):
sex (not required): Female
Hispanic recruitment rate:

(1)

	Freshman	Sophomore	Junior	Senior	Master	Doctoral	Total
1978							
1979							
1980							
1981							
1982							
1983							
1984							
1985							
1986							
1987							
1988							

(2) Hispanic retention rate:

	Freshman	Sophomore	Junior	Senior	Master	Doctoral	Total
1978							
1979							
1980							
1981							
1982							
1983							
1984							
1985							
1986							
1987							
1988							

(3) a. Job description:

b. Number of employees:

c. Organizational hierarchy:

d. Organizational history

(4) Time consumption:

Daily	Weekly	Annually

(5) Candidate criteria selection:
a. School status: (H.S.-Doctoral)
b. G.P.A.
c. S.A.T.
d. G.R.E
e. other:

f. Professor/Teacher recommendations:

g. Application evaluation:

Other candidate criteria:

(6) Candidate retrieval:
a. mail:

b. phone:

c. travel:

(7) Targeted schools (H.S./College) include number and level of students per school that were recruited.

Schools	number	level

(8) Services provided to student recruits:

(a) Scholarships:

	Requirements	Number offered	amount	resident/non-
merit:				
need:				

(b) Application waiver: y/n
(c) Practice College Admission test taking:
when where duration

(d) Financial Aid Advise:
What when where
duration

(e) Special activities:
What when where
duration

(9) Budget: Federal State Department
Private

(a) Materials

(b) Labor

(c) Volunteer

(10) Recruitment Problems (social, financial, academic, etc.):

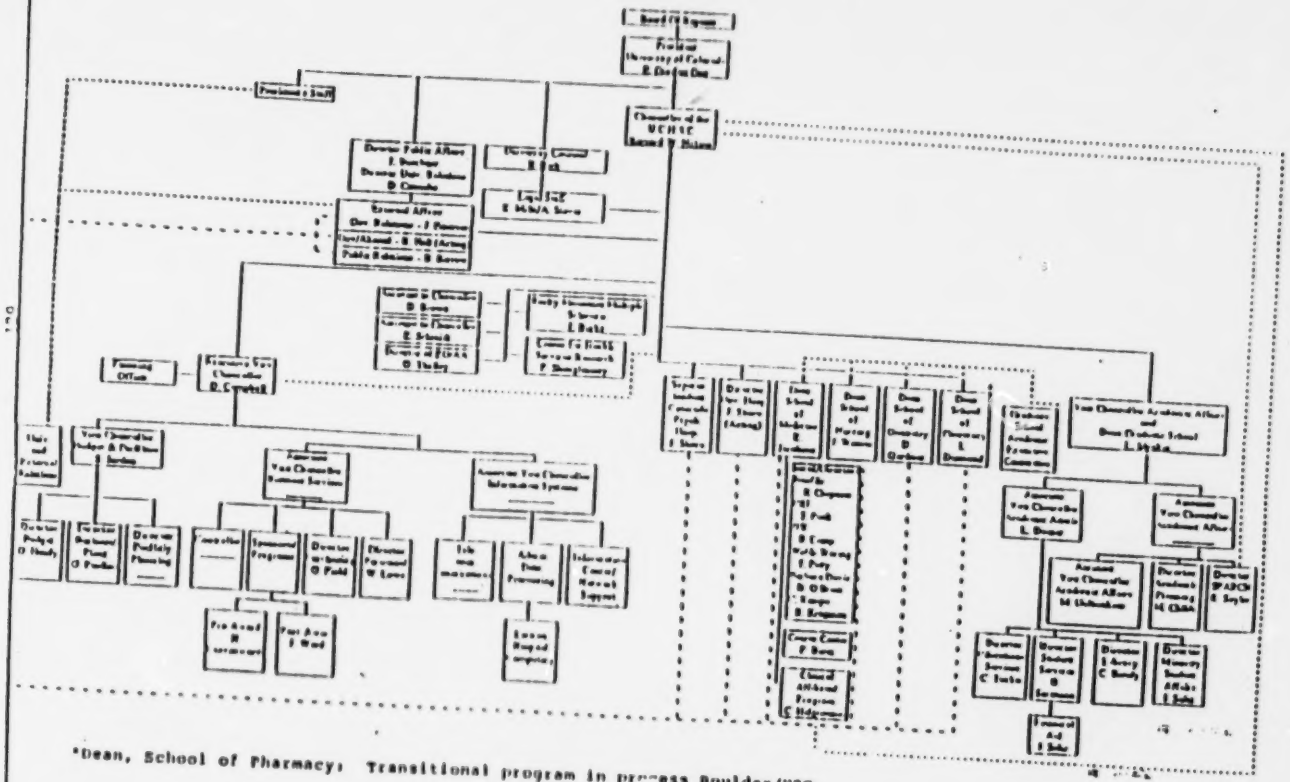
(11) Student Retention Problems (social, financial, academic, etc,.):

(12) Other Problems (administrative, public, etc.):

(13) Additional References-persons or writings:
Cumulative Agency Budgets includes Federal, State, Department, and Private contributors.

APPENDIX 4
UNIVERSITY OF COLORADO'S HIERARCHY

University of Colorado
Health Sciences Center
Organizational Chart



*Dean, School of Pharmacy: Transitional program in process Boulder/HSC

March 1988

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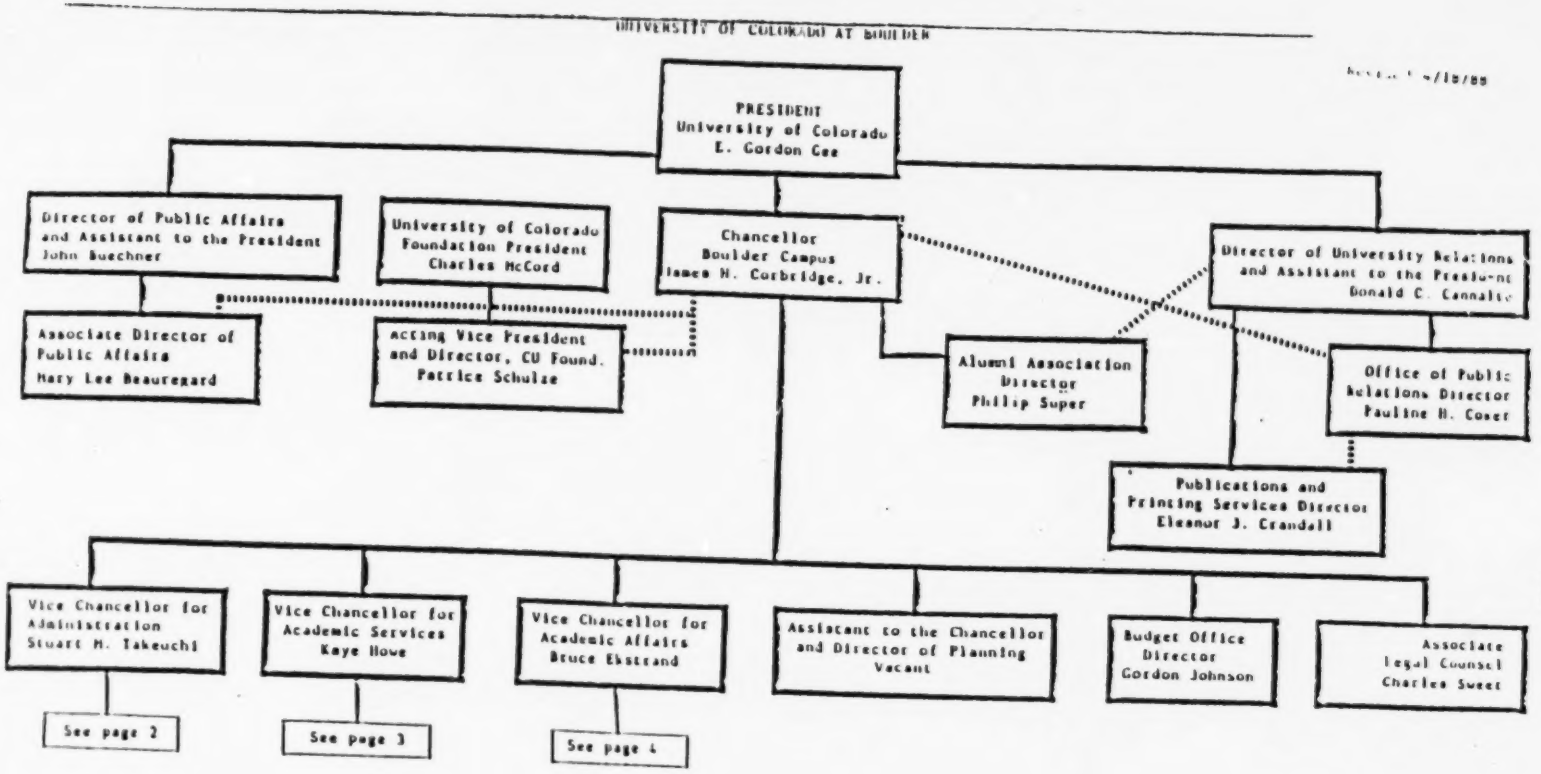
APPENDIX 5
THE PRESIDENT, CHANCELLOR, AND VICE CHANCELLORS



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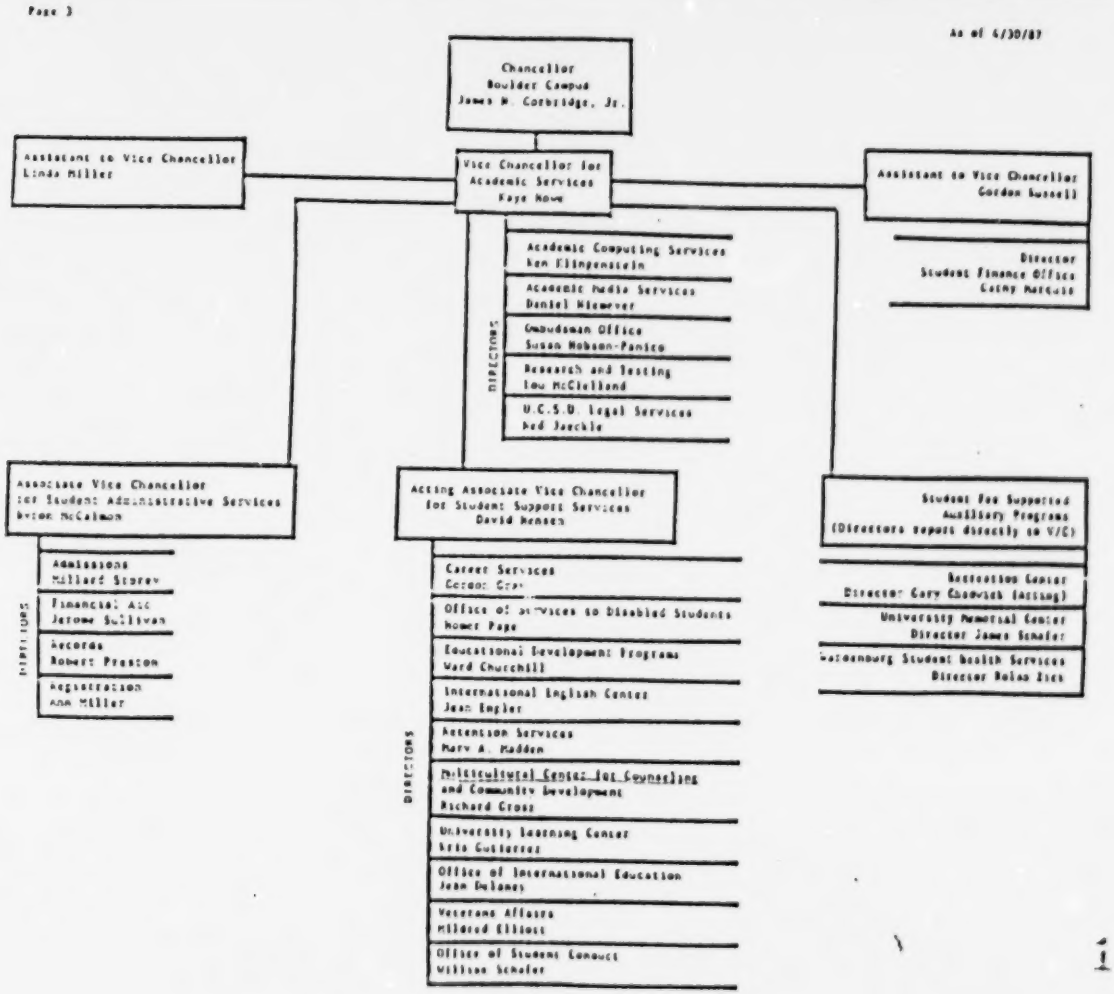
APPENDIX 6
THE UNIVERSITY OF COLORADO'S STUDENT ADMINISTRATIVE SERVICES' CHART



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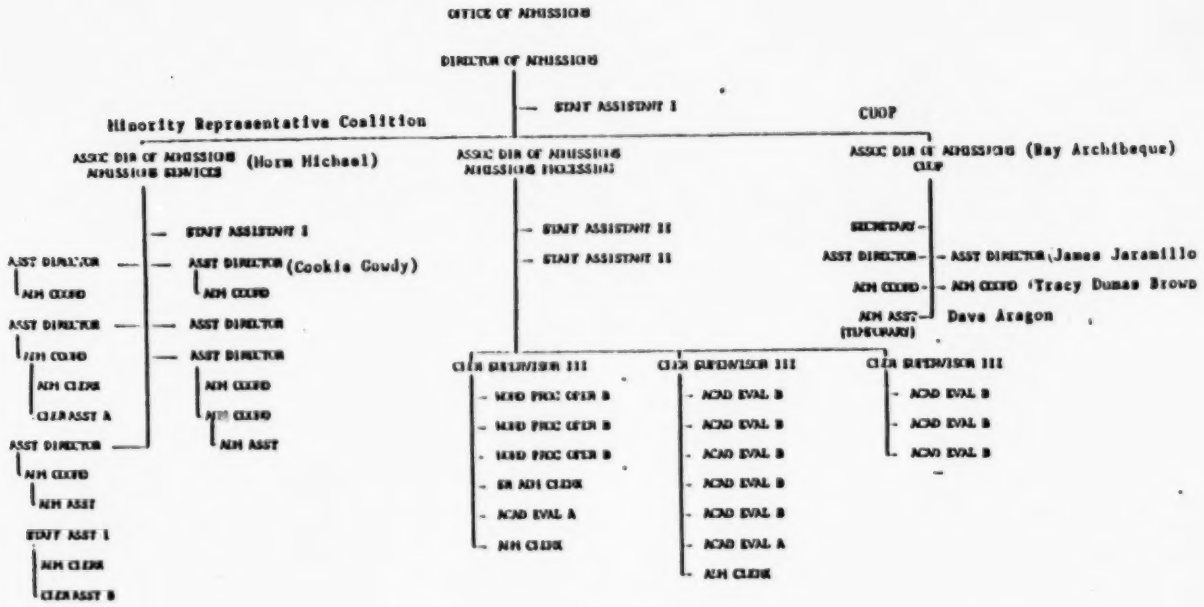
APPENDIX 7
THE DIPLOMAT AND MINORITY REPRESENTATIVE COALITION CHART



BEST COPY AVAILABLE

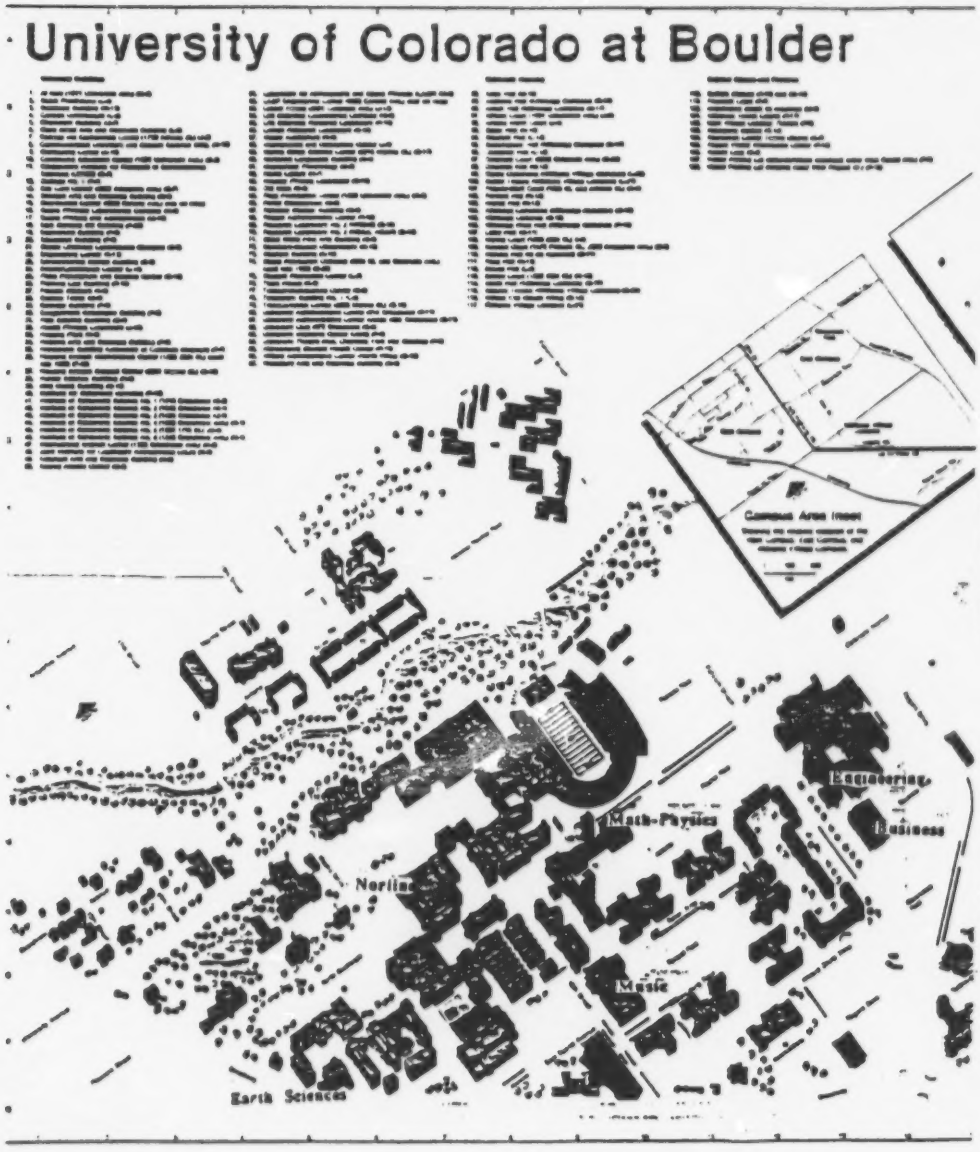
APPENDIX 8
THE HISPANIC STUDENT REPRESENTATIVE PROGRAM CHART

David Henson-Acting Associate Vice Chancellor
for student support services
I
I
Ward Churchhill-Director of Education
Development Program
I
I
Ron Gallegos- Hispanic Student Representative
coordinator of all four Colorado
university programs
I
I
Richard Sanchez- Hispanic Student
Representative Coordinator at Boulder's campus

APPENDIX 9
THE MINORITY REPRESENTATIVE COALITION PROGRAM CHART

Pete Storey-Director of Admissions
I
I
I
Norm Michael-Associate Director
I
I
I
Cookie Gowdy- Assistant Director
I
I
I
Mark Valencia- Director of the
Minority Representative Coalition

APPENDIX I0
MAP OF THE UNIVERSITY OF COLORADO
AT BOULDER



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